TECHNOLOGY IN USE: EMBRACING STUDENTS THROUGH ENGAGING PLATFORMS & MOTIVATIONAL ACTIVITIES

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Abstract

Technology is a constant difficulty that has become an enormous barrier for ESL teachers who try to deal with a new educational world that is always being filled with innovation and creativity. Educational technology implies a connection between the word technology which refers to the science we apply to improve all learning methods when acquiring new knowledge. It could be conceived as a science of techniques, methods, and media by which educational goals could be realized (Venpakal, 2021). This project aimed to create a sense of awareness for ESL teachers to confidently manipulate some of the most relevant technological resources during their lessons by providing ideas, concepts, experiences, and a bit of practice. This research was supported by a valuable list of reliable references, all of them have been deeply studied and analyzed in the search for improvements in lesson planning and the learning processes. In addition, a workshop has been included to illustrate and motivate teachers with very practical and helpful activities in which technology is the core of the lesson. All teachers need to be committed to making pupils establish an active connection between what they are learning and the available technological resources to increase their enthusiasm for learning.

Dedication

I dedicate this thesis to my dear wife Abigail and daughter Emma Luna who are the reason why every day I am becoming a better version of myself, my grandma America who always supported my education, and my family and friends who in spite of the distance they have been a constant support and motivation to achieve my goals.

Acknowledgments

I would like to thank Dr. Michelle Plaisance for all the support and encouragement she has given me throughout my graduation studies. Her empathy and support helped me to accomplish this personal goal. A special thanks to Professor Paula Wilder, my advisor, for her patience, knowledge, guidance, and support during the thesis writing process.

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CHAPTER 1: Introduction

Students' way of learning has changed since technological methods have been included in lesson plans. The benefits shifted old school procedures to a practical and more interesting system in which learning has turned enjoyable for everyone. Unfortunately, some difficulties still affect the implementation of technology in ESL classrooms. Criteria has been modified to focus on the need for technological elements within schools to elaborate plans that successfully guide, which has created disagreements.

There still exists a controversy related to the necessity of including technology in a lesson. According to Glässel (2018), some tech-savvy teachers encounter resistance from their colleagues who are not so keen to adopt new technologies, and according to one primary school teacher, if more teachers were more open to new tools or a particular app, then the school administration would probably get it for them. This also represents a delay in the achievement of the objectives required by the educational institution.

There are many benefits that people have received with the use of technology in different fields. Education has considerable relevance regarding the advantages produced by the inclusion of technology within the learning process. This establishes a connection between the objectives planned by teachers, the approaches they follow, and other aspects, such as inclusion, creativity, and productivity. There are different ways of how technology impacts education. Teachers can count on an extensive list of options that technology offers to innovate their lessons and improve students' skills when learning and more importantly when using what they are learning. ESL

students need to be connected to the world that surrounds the target language because both are intrinsically linked. Chan et al., (2015) mentioned that cultural factors can account for learning style differences in second/foreign language learning settings. This fact is students who are planning to live abroad require extra information beyond the language studied. Technology has shown how to make learning easier and faster. Educational technology allows teachers to set practice exercises more easily as well as see their students' progress (Koksal, 2019).

Therefore, I have tried to gather relevant information that might convince teachers to use technology instead of those old pragmatic methods that are still being used. The appropriate selection of methods and approaches might offer more solutions to the different issues that teachers have to deal with when doing their job. On that account, some particularly useful activities have been selected to illustrate the idea of using technology appropriately. In the end, everything will benefit students directly.

The selection of the right activities to develop knowledge is essential. The learning process contains two main factors: establishing students' priorities and detecting the suitable tasks to captivate their attention (O'Loughlin, 2020). Although students have their preferences regarding apps or means of technology, teachers should spend valuable time searching for tools that may create a classroom atmosphere that can fascinate ESL learners. The results that this sort of preparation can provide will allow all the participants to experiment with exciting instruments to build a more confident sense of language acquisition.

The challenges of this new age of teaching have highly increased teachers´ nervousness and fears due to the lack of information about the appropriate technological tools to be chosen before the lesson. Without the necessary information, teachers tend to feel under too much pressure regarding the preparation of the technological elements to ignite the students´ desire to

learn. The main duty that teachers have received in the 21st century implies many aspects to consider: professionalism, preparation, capacity to work under pressure, and others. They may assume that the decisions to be made would define the trajectory lessons have towards the aims selected.

To provide ESL teachers complete preparation, it is mandatory to include training constantly and give space for reviewing strategies or methodologies. Thus, I would like to point out some easy tools to increase teachers' confidence to manipulate technological elements within their ESL lessons. Thus, this project contains three helpful tools that will complement ESL lessons preparation and development, which will be backed up by a training session to assist teachers and clarify any hesitation they might be facing during their lessons when trying to use technology.

Work is never done in ESL classrooms, and it might be a heavy load if we work without the practice we need. Working with technology is a challenge that everybody is currently facing, but this cannot be interpreted as the end of the options at hand to succeed with it. After receiving the guidance through this project, teachers will feel more comfortable when using technology and that sense will also be transmitted to students.

Eventually, the training session prepared will allow participants to sum up ideas and conclusions to design better plans and to feel more comfortable when using technology. Age has no barriers; this is a matter of decision and will. Once everyone is committed to success, there will be nothing to stop our growth. Change in teaching methodologies and strategies depends on teachers moving forward and that means that we must be adapted to an age of changing technology.

CHAPTER 2: Literature Review

The 21st century is experiencing the evolution of technology in many different fields, such as business, marketing, medicine, and education. The use of technological tools in educational institutions has increased significantly, and it has brought many improvements that benefit teachers as well as students. With the increase in the use of technology in the classroom, teachers have the important task of learning to use technology platforms designed for teaching multidisciplinary content. For example, the standards for foreign language learning in the 21st century, which have significantly shaped K-16 language education in the United States, recommend that technology be woven into language learning as a key curricular element (Arnold, 2013).

To embrace students in the technological and digital classroom, teachers need to acquire and develop skills for accomplishing this objective. Changes bring with them the need to adapt to new opportunities to promote successful and motivational teaching and learning spaces with state-of-the-art digital technology. Since more researchers and practitioners in TESOL have begun to pay attention to digital literacy practices that language learners often engage in out of class, this field of language teaching is expanding the spectrum of references to address and consult to be part of technological improvements in language education (Chapelle, 1998; Hafner & Jones, 2013).

Engaging digital literacy promotes a space assisted by frameworks that generate data to assess how successful students are in regard to platforms and activities designed for their language learning process. Participation in Computer Assisted Language Learning (CALL) has become an important part of TESOL. It requires training and preparation to achieve the goals of guiding language learners towards digital literacy in the four skills of language learning, reading, speaking, listening, and writing. Therefore, the way technology platforms present CALL to teachers characterizes the way in which professional expectations will be set to benefit language learners (Arnold, 2013).

The field of digital literacies takes as its object of study, not language learning essentially, but literacy as participation in social practices. For that reason, language learners are required to interact in the target language, making use of digital literacies in a technological context while language teachers become more aware of the needs of digital changes and prepare themselves for the educational challenges that arise (Jones, 2013).

Current and future foreign language educators must first adapt to using multiple technologies, to merge technology with instructional practices and activities, while developing a realistic understanding of the various functions, uses, strengths, and limitations of technology in educational settings (Luke & Britten, 2007). The way language teachers embrace the new technology will create the right or wrong space for language learning in the 21st century, which is why it is indispensable to upskill language facilitators to adapt to new challenges.

Jones and Hafner (2012) expressed that literary participation in social practices involves a combination of performing specific activities, designing meanings, connecting with others, impersonating certain kinds of social identities, and developing certain ways of thinking. Although linguistic competencies play a part in all of these dimensions of literacy, they are not

sufficient for successful participation in the complex social practices of digital media, like gaming, blogging, meming, and social networking (Jones, 2013).

Another important factor for students to use technological resources effectively besides teacher preparation is the age appropriateness of the language learners to set coherent expectations. Furthermore, young learners are diverse when interacting in a group. They come from many different backgrounds and learn English in different contexts. Additionally, learners might be different in terms of the skills they have acquired in their home, depending on their age and how many languages they use in daily communication. In terms of their experiences with literacy, their differences may be broad (Murray & Christison, 2020).

Planning

Teaching a lesson is a work in progress. Murray and Christison (2020) explained that this process begins with a planning stage, a developmental momentum that requires evaluation to verify if the learners are accomplishing the objective, and a reflection on what has been convenient or more meaningful for learners. If the instruction is traditional or technological driven, teachers make decisions on the spot to change their activities to ensure learning takes place, rather than sticking to their plan regardless of what happens in the classroom.

When education leads towards implementing technological platforms and resources, planning lessons require teachers to learn and consider a plethora of situations that may influence the instructional process in different ways. Modern language classrooms are complex environments that require teachers to carefully plan activities and manage interaction. When

planning activities, the focus needs to be on the lesson, objectives, and on how to achieve them. Teachers also need to plan formative and summative assessments, transitioning students' background with the new information, and how they will practice their critical thinking to avoid a lack of purpose when doing certain activities and to promote meaning through a combination of images, words, and sounds in result of digital literacy (Hutchison & Woodward, 2014; Murray & Christison, 2020).

Researchers show that the important role of technology in language learning is considered as an irrefutable element (Galla, 2016; Lai & Gu, 2011). By the use of technology in language learning, it is stated that learners can increase their knowledge and obtain better outcomes in language learning (Galla, 2016). Moreover, the progressive effect of technology has been revealed in different aspects of language learning including the four skills, such as writing (Lee et al., 2013), listening (Kim, 2013), reading (Tsai & Talley, 2013), and speaking (Sun et al., 2017).

Platforms and webpages

Wikis.

Wiseman and Belknap (2013) explained that a wiki is a combination of a website and a word document, which is an interactive webpage that allows students to read, generate, and publish content online with other collaborators simultaneously. Wikis are flexible and friendly for students to use especially in virtual language reading sessions.

YOUTUBE.

The use of videos in the language classroom has become a strong support for language teachers and learners by offering a surplus of possibilities to enhance the four skills: listening, speaking, reading, and writing, plus vocabulary and grammar, among digital literacy abilities. With the advanced development of technology, the incorporation of multimedia elements such as video in the language classroom is also popular among many ESL/EFL (Nur Morat et al., 2017; Canning-Wilson 2000).

Nur Morat et al. (2017) explained that the wide utilization of videos in language teaching at present is possible due to the available technological facilities that make it possible for language facilitators to integrate videos as part of their lesson plans. Moreover, this is attainable in classrooms that are equipped with multimedia equipment.

Quizlet.

Currently, there are technological platforms and web pages that serve language teachers to facilitate vocabulary. For instance, the use of Quizlet for vocabulary teaching is identified as a technological resource that stimulates motivation and vocabulary learning along with proficiency development (Toy & Buyukkarci, 2020).

Toy and Buyukkarci (2020) explained that teachers and students may use Quizlet, as a flashcards platform to teach/learn vocabulary effectively while both can prepare the vocabulary sets as flashcards and share these sets with people all around the world. Teachers can also create classes, including their own flashcard sets in these classes, and add their students to these classes. Furthermore, they can enable their students to study vocabulary by themselves at their

individualized pace via the following tasks categorized as “study” and “play” mode, and teachers can also obtain data for further use in their lessons. This platform shows features that may be motivating and engaging for both, teachers and learners.

Kahoot.

Evidence about the importance of using technology in the language classroom provides resources as Kahoot, which is a web 3.0 App that provides quizzes and content in a "game-show" type format. Scores are given for accurate responses and participants instantly get the results of their responses. While Kahoot! is a popular tool for vocabulary review, learners’ involvement is typically limited to taking teacher-created quizzes (Dickinson, 2019). It is asserted that by the use of technology in language learning, learners can improve their learning and gain better outcomes in language learning (Galla, 2016).

To use Kahoot!, it is necessary to create a free account, then facilitators may create interactive quizzes or select from a library of publicly available quizzes. Quizzes’ categories may include multiple-choice questions with two to four responses and prompt that include words, images, videos, and sound. The teacher can set an appropriate response time for each question (from 5 seconds to 4 minutes), depending on difficulty or learner factors (Kohnke, & Moorhouse, 2021).

Social Networks.

Prichard (2013) reported studies that demonstrate some benefits in using social networks for learning English as a second or foreign language. Prichard (2013) showed that social networks yield opportunities to practice writing through status updates, comments, instant messages, mail messages, and blog posts. Moreover, users can share YouTube videos on social networks to create spaces for speaking by using videos they may upload and download. This could potentially increase learners' access to relevant listening materials and motivate learners to listen more. Learners can also acquire vocabulary and grammatical structures incidentally or explicitly (Prichard, 2013).

Nearpod.

Kider (2021) defined Nearpod as a presentational tool that provides a high degree of customization for instructors and engaging interaction for students. This platform provides teachers with options to create slides with content or with tasks. Nearpod is designed in a friendly way that allows students to access it in different ways; with the school email address, a code that it automatically creates, Google classroom, Canvas, among others. Content slides allow for text, text with audio, images, GIFs, web content, videos, slideshows, or pdf files. Teachers could take language learners on Virtual Reality Field Trips. Activity slides allow for quiz games (think Kahoot), open-ended questions, matching pairs, quizzes, Flipgrid, Draw It, collaboration boards, polls, fill in the blank activities, and memory cards among others. Going through Nearpod’s interface is easy and some of the features are perfect for world language instruction. One of the features, the open-ended question slide makes it easy to read a passage or share a

video and then pose a question. Students can provide output by looking at and describing images in the target language. Another feature for language teachers is the interactive video. Teachers can select video content and embed questions (multiple-choice or open-ended) straight into the video. Finally, if teachers have already created presentations in Google Slides or PowerPoint it is easy to upload these into Nearpod and to add activity slides to make them more interactive (Kidder, 2021).

Flipgrid.

Digital platforms are gaining ground in foreign language classrooms. Introducing Flipgrid, which is a digital resource available to be used in education, could help embrace students through engaging experiences and activities once facilitators master the features it has to enrich students in the process of learning content in the target language. Green and Donovan (2021) expressed the importance of understanding what educators are using, how they are using them, and the perceptions they have on how these tools enhance learning and will help them effectively integrate tools of teaching and learning in student-centered ways.

Flipgrid is a video discussion platform that can be utilized in a variety of educational levels and settings and is particularly fitting for language learning. It can be accessed via its website and/or web app and is easily integrated into language courses to enhance communication by students, both individually and collaboratively. Flipgrid is available to anyone and is not limited to only one group. In educational settings, the tool can be used and shared by schools, teachers, and students. Multiple grids can be shared by several groups to enhance the amount of collaboration among each group. Flipgrid is 100% free and potential users can easily set up an

account via their Google or Microsoft credentials. The Flipgrid app is available for download on a mobile device from Microsoft, on the App Store (Apple), and Google Play. The website offers a multitude of resources to guide new and experienced users with assistance getting started as well as a plethora of tips for integrating the program into one's own teaching/learning environment in the most beneficial way (Dettinger, 2018).

Seesaw.

Digital learning platforms give students a space to generate and gather multimodal texts, such as videos and explained photographs but they also give immediate interaction with peers. This contrasts from social media platforms, as they are specifically designed for educational purposes. They provide a closed space managed by the teacher without commercials or distractors and do not have an age restriction on their use (Moorhouse 2018; Moorhouse & Beumont, 2019).

Seesaw (2021) explained that among the many different benefits it offers, teachers see all stages of student thinking and growth, empowering them to teach better while families gain a window into their students' learning and engage in home-to-school relations. Seesaw is available online through Chrome or Firefox and on most mobile devices, including iOS, Android, Kindle Fire, and Chromebook devices. Once registered at https://app.seesaw.me/#/login, teachers can easily set up a class page and invite students to join. When a class is set up, a QR code is generated. Students can scan the code to access the class anywhere and at any time. This makes it possible for the same devices to be used in multiple classes or for devices to be shared amongst learners. Older learners can use a Google account or

e-mail to log in (this increases the class's security). Once students enter a class, they can create work directly on Seesaw in various formats, including videos, photos, texts, drawings, and links. They can also import documents either from Google or from their device. Photos and drawings can be annotated with captions, labels, and audio recordings. These are posted into the students' learning journal and can be organized into folders for different tasks or projects. The work is instantly viewable by the student and teacher. This empowers students to explore the best way to present their work and demonstrate their learning (Seesaw, 2018).

Conclusion

Being part of a technological world full of innovations is not an easy task. Time is needed to be trained, more hours of preparation should be spent, challenges tend to debilitate imagination, and the worries are normal in every aspect of teachers' jobs, but since technology is gaining more field in our schools and classrooms, teachers have the important task of learning to use technology platforms designed for teaching multidisciplinary content. Considering all the material explained, educators can enrich their lessons and improve students' possibilities for a better future since the use of technology in classes will help students to acquire the language more easily and develop their second language skills. ESL learners need to speak the language and interact with others around the world using it, and technology is a way to accomplish it.

CHAPTER 3: Project Design

This project's main objective is to persuade educators to be part of the age of technology by implementing technological elements within their lessons. To achieve that aim, teachers will need to be trained and to clarify the most relevant concepts regarding the appropriate use of tools that can enable students to manipulate technology along their learning process. Considering this, a workshop has been prepared to offer teachers four interactive and interesting ways to incorporate four technological elements as an essential part of their lesson plans to improve education since "the impact of technology can be felt in every possible field -- one such field is Education" (Raja & Nagasubramani, 2018, p. S33). Therefore, it is necessary to prepare teachers in advance with the corresponding material. In this way, they will be able to focus special attention on the appropriate performance of each activity that they might apply in further lessons. Thus, this training session will let teachers interact with the tasks presented during the workshop and carefully analyze them to establish a possible projection of how their lessons may be planned in the future.

In the educational field, technology plays an imaginative role, the tools are varied, and their functions are so creative that using them will open the doors of curiosity in pupils. Generally, most people are willing to discover new means of technology for any purpose. This includes the discovery of information, strategies, techniques, or any available tool to make learning easier and prepare themselves better. Perhaps, this is a significant advantage that can be used to motivate students to increase their knowledge, improve the skills they have developed, or

internalize those concepts that they have not learned yet. Technology has made learning easier due to its simplicity to be used by everyone, which means that “technology is being used by children and adults daily by way of web surfing, texting, social networking, interactive games, and in more ways” (Costley, 2014, p. 2). In fact, the technological elements that can be included within a lesson have not only been designed to teach a specific topic but to explore different kinds of subjects. Educators should not avoid the effects of technology and keep working with the pragmatism established by old schools’ formats and procedures tackling students’ desire to learn something without the sense of boredom. Consequently, it is of great relevance to revise and reinforce the elements teachers can count on, giving them the corresponding opportunity to practice with them until they find the suitable one to perform their work. This workshop will allow them to manipulate those technological elements under the appropriate direction to make it simple, practical, and to offer the corresponding feedback.

Additionally, after using technology, learners develop a sense of belonging that will rationally use them at any moment and under any circumstances. This is because they will have developed another ability. Regarding this, the more educators help students to be independent learners, the better results they will achieve. Teachers need to manage the class appropriately, so students are engaged, and teachers can promote their will to learn. Similarly, the participants of the workshop proposed will appreciate and evaluate the main benefits or challenges their students may face during the lesson.

After receiving the introductory explanation which will include the revision of important theories towards the advantages of using technology in the classroom. In addition, some samples of activities that have already been done will be shown to support the main concepts included in this project. Using a PowerPoint presentation with pictures and sharing experiences, teachers will

be able to open their minds to the recommendations given in this work. As a result, the guidance prepared for this session will help teachers decide about the activities they might consider for their future lessons. In addition, they will be able to express their concerns and curiosity about the appropriate manipulation of the tools they would like to use, making the workshop more interactive.

To conclude, it is relevant to mention that this workshop contains many useful activities, such as YouTube, Instagram, Kahoot, and others that are used the most because of their practical use. They were considered as examples to increase teachers' consciousness of how easy it is to manage them constantly. Likewise, the four tools proposed will be explained with samples and activities to help participants build a complete criterion about the correct use of this material. Everything will be set without leaving any details that have been considered to increase interest and give teachers the confidence they need before applying what they will learn in the workshop. Eventually, teachers will participate actively in the workshop, and they will feel motivated after they notice how capable they are to deal with 21st century challenges through technology in the classroom. Hopefully, the correct development of this session will lead to unforgettable experiences that will light up students' road to success.

CHAPTER 4: The Project

This workshop is a training session to help ESL teachers apply technology during their lessons by using four practical technological tools. These activities can be considered as additional material and helpful supportive resources for teachers to increase students' abilities to use technological elements effectively when learning but also to engage them and improve the learning experience in our classrooms. "When children use technology tools in elementary schools, a sense of confidence and competence in their computer skills will grow as they get older" (Costley, 2014, p. 7).

Technology is one of the most efficient advantages we have, and it is a great tool that can be used to motivate students to work in different ways reaching their special needs through a variety of resources that engaged them and make students develop their skills. Consequently, the session proposed will represent an excellent opportunity for teachers to learn about some commonly used technological elements for teaching and to revise the processes needed to apply the four activities proposed in this project. The workshop content is supported by a PowerPoint presentation (See Appendix A: Slides). The name of this workshop is Technology in Use: Embracing Students Through Engaging Platforms & Motivational Activities (Figure 4.1).

Figure 4.1: Topic of the training session

The workshop will start with the presenter talking about the topics that will be analyzed during the session (Figure 4.2). PowerPoint slides will be used to present all the content to the audience and to offer them visual support. The different platforms that are mentioned in this project will be also used during the workshop to provide a real learning experience. The presenter will follow the "timing and activities plan" to ensure all the activities and topics were accomplished (Figure 4.3).

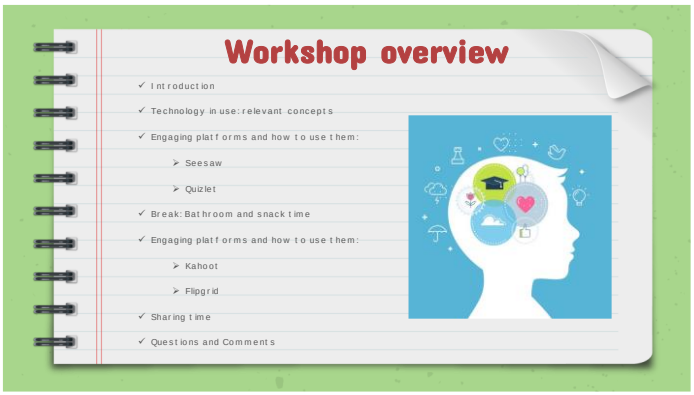


Figure 4.2: Workshop overview

WORKSHOP	
Technology in Use: Embracing Students Through Engaging Platforms & Motivational Activities	
Language arts, ESL	**Central Focus:** Teachers will learn how to enrich their lessons throughout the use of engaging platforms and motivational activities.

Timing and activities plan

Activity	Description of Activities and Setting	Time
1.- Introduction.	The presenter will talk about the importance of technology on the teaching process in the 21st century. Audience will participate sharing opinions about technology in use. The presenter will explain the workshop and why the workshop was designed.	20 minutes
2.- Engaging platforms and how to use them	The presenter will introduce the platforms that will be used for this session.	10 minutes
3.- Seesaw platform.	Presenter will show how to create an account and work with the platform explaining all the tools the platform has, then will provide examples of the activities that can be created to work with the different language skills.	45 minutes
4..- Hands on work.	Participants will create two activities using the different tools Seesaw has focused on any of the language skills (reading, writing, listening or speaking).	15 minutes
5.- Quizlet platform.	Presenter will show how to create an account work with the platform explaining all the tools the platform has, then will provide examples of the activities teachers can use during their lessons.	30 minutes`
6.- Hands on work.	Participants will create a vocabulary lesson for their students.	15 minutes
7.- Break.	Participants will have a snack/restroom break.	20 minutes
8.- Kahoot platform.	Presenter will show how to create an account and quizzes on the platform using all the tools the platform has, then will provide examples of the quizzes teachers can create for their lessons.	30 minutes
9.- Hands on work.	Participants will create a quiz for their students.	15 minutes
10.- Flipgrid.	Presenter will show how to create an account and work with the platform explaining all the tools the platform has, then will provide examples of the activities that can be created.	40 minutes
11.- Hands on work.	Participants will create an activity for their students.	15 minutes
12.- Sharing time.	Participants will share some of the motivational activities they created on the platforms and say why they decided to create those activities.	20 minutes
13.- Questions and comments.	Presenter will answer questions and participants will share their opinions about the workshop.	15 minutes
Duration of the session.		4 hours 55 minutes

Figure 4.3: Timing and activities plan

As an introduction to the workshop teachers will share their comments and personal opinions about technology and its uses (Figures 4.4 & 4.5). The analysis that the participants can provide will give the session the appropriate atmosphere to let participants feel comfortable and confident during the workshop.

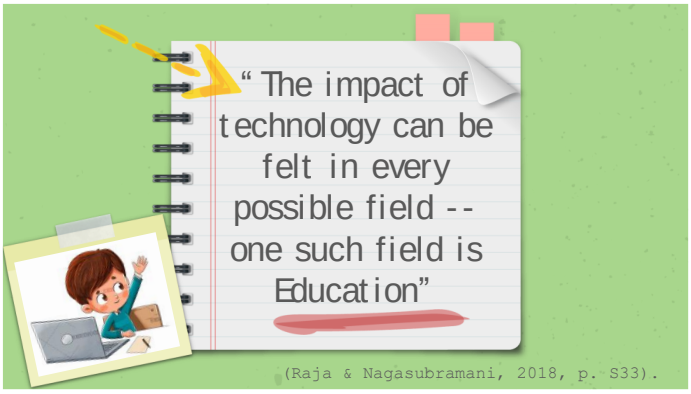


Figure 4.4

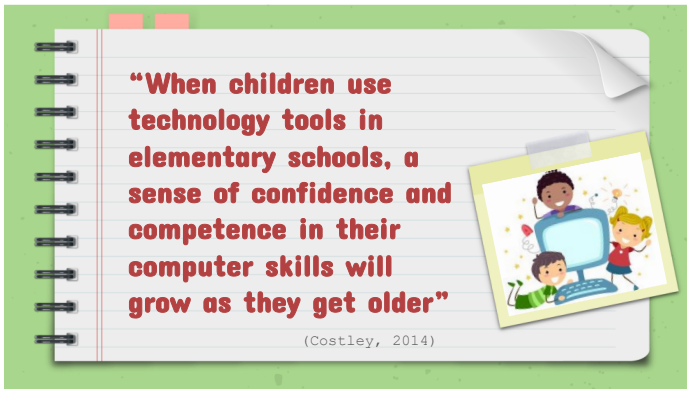

“When children use technology tools in elementary schools, a sense of confidence and competence in their computer skills will grow as they get older”
(Costley, 2014)

Figure 4.5

Engaging platforms and motivational activities

As a first step, I will talk about the four domains of a language (Figures 4.6). Then will introduce the first platform “seesaw” and show how to create an account, classroom, and add students to the seesaw classroom (Figures 4.7, 4.8, 4.9, and 4.10).

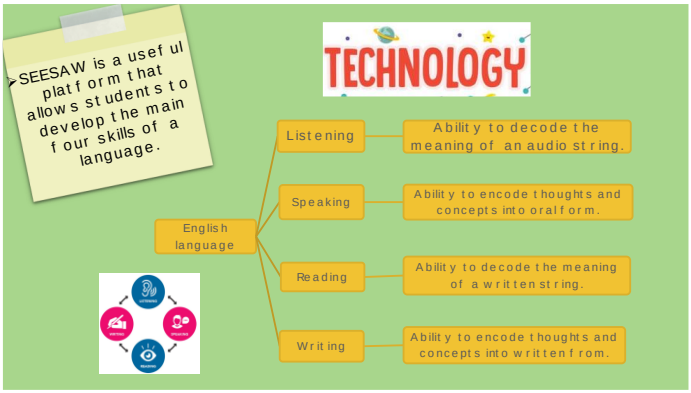

SEESAW is a useful platform that allows students to develop the main four skills of a language.
TECHNOLOGY
English language
Listening
Ability to decode the meaning of an audio string.
Speaking
Ability to encode thoughts and concepts into oral form.
Reading
Ability to decode the meaning of a written string.
Writing
Ability to encode thoughts and concepts into written from.

Figure 4.6 Four language skills

Figure 4.7 Creating an account

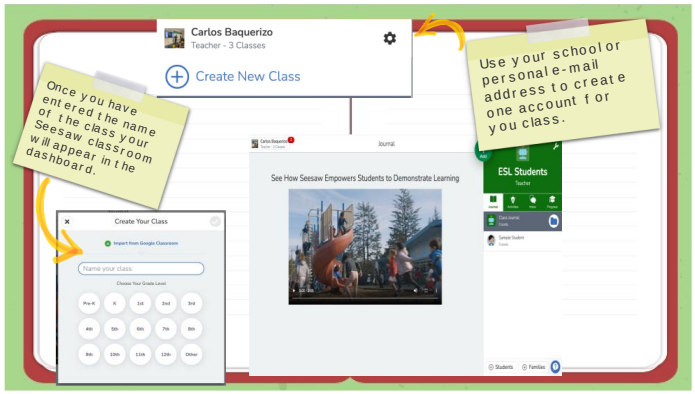

Carlos Baquerizo
Teacher - 3 Classes
Create New Class
Once you have entered the name of the class your Seesaw classroom will appear in the dashboard.
Use your school or personal e-mail address to create one account for you class.
See How Seesaw Empowers Students to Demonstrate Learning
ESL Students
Create Your Class

Figure 4.8 Creating a classroom

Adding students to your classroom
ESL Students
Teacher
Class Journal
Sample Student
1- Click on the +students icon at the left bottom of your class dashboard.
Students
Families
Get Students Signed In
IZTURX
2.- A window will appear, then click on the add students button

Figure 4.9 Adding students

Adding students to your classroom
3.- Click again on the add students button and type your student's information.
4.- When you finish entering your student's information their names will appear in the dashboard under the "JOURNAL" section.
Students
Families

Figure 4.10 Adding students

I will talk about how people are using technology for several purposes during their lives so teachers and students can use it in the classroom to improve the learning experience and accomplish the curriculum goals (Figure 4.11).

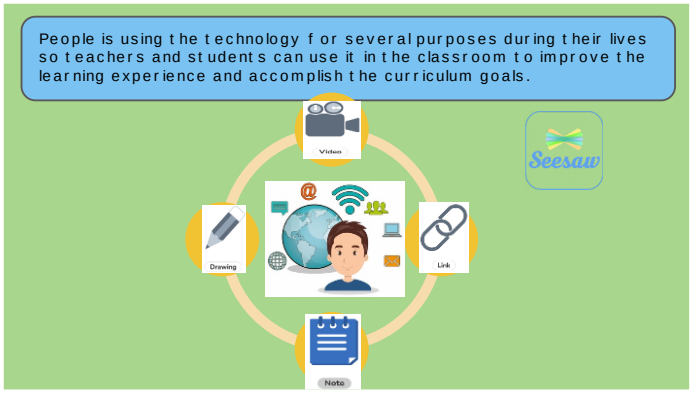

People is using the technology for several purposes during their lives so teachers and students can use it in the classroom to improve the learning experience and accomplish the curriculum goals.
Video
Seesaw
Drawing
Link
Note

Figure 4.11

Then I will explain how to create activities in this platform and will also show all the tools the platform has to create different kinds of motivational activities to catch students' interest in working (Figures 4.12 and 4.13).

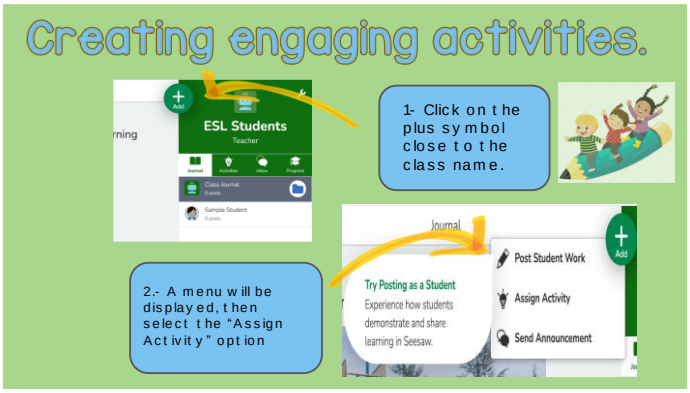

Creating engaging activities.
ESL Students
Teacher
1- Click on the plus symbol close to the class name.
2.- A menu will be displayed, then select the "Assign Activity" option
Journal
Post Student Work
Assign Activity
Send Announcement
Try Posting as a Student
Experience how students demonstrate and share learning in Seesaw.

Figure 4.12 Creating activities

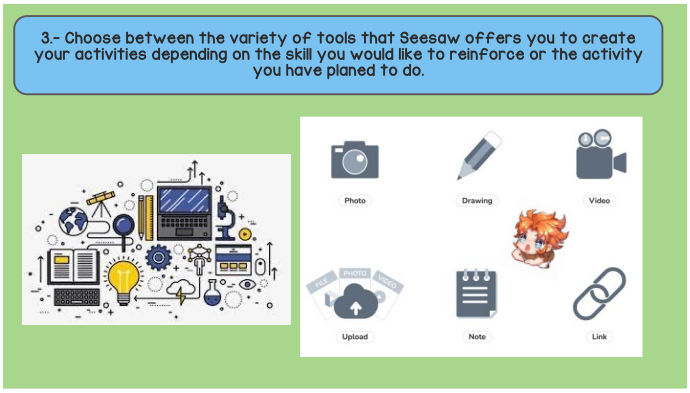

3.- Choose between the variety of tools that Seesaw offers you to create your activities depending on the skill you would like to reinforce or the activity you have planed to do.
Photo
Drawing
Video
Upload
Note
Link

Figure 4.13 Creating activities

After showing the different tools the platform possesses, an explanation of each tool and examples of activities will be provided like video recording activities, which can build students stamina for working since it is a fun but also a useful activity for those students who are more alike to visual resources and practices (Figure 4.14 and 4.15). The drawing tool allows students to find evidence for questions on a reading activity, circle or underline important information from a reading passage, and also label or draw on PDF documents (Figure 4.16). The link tool can be used to attach extra resources to the activities like videos, virtual books, recordings, etc. (Figure 4.17). And finally, the photo and note tools can be used by the students to share their works, pictures, and writing ideas (Figure 4.18).

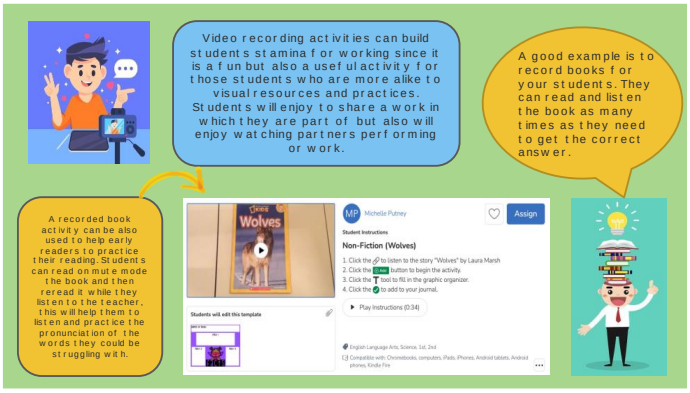

Video recording activities can build students stamina for working since it is a fun but also a useful activity for those students who are more alike to visual resources and practices. Students will enjoy to share a work in which they are part of but also will enjoy watching partners performing or work.
A good example is to record books for your students. They can read and listen the book as many times as they need to get the correct answer.
A recorded book activity can be also used to help early readers to practice their reading. Students can read on mute mode the book and then reread it while they listen to the teacher, this will help them to listen and practice the pronunciation of the words they could be struggling with.
Wolves
Assign
Non-Fiction (Wolves)

Figure 4.14 Video tool

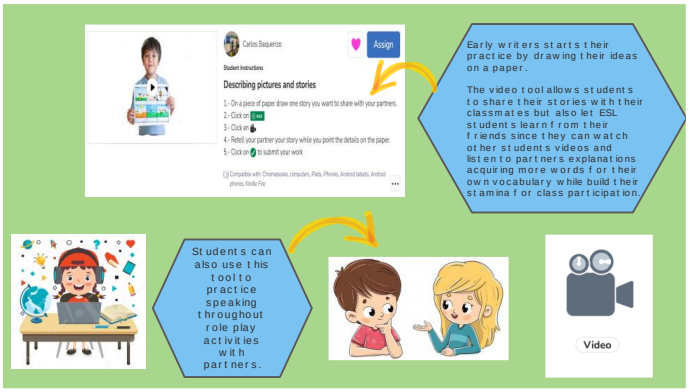

Assign
Describing pictures and stories
Early writers starts their practice by drawing their ideas on a paper.
The video tool allows students to share their stories with their classmates but also let ESL student s learn from their friends since they can watch other students videos and listen to partners explanations acquiring more words for their own vocabulary while build their stamina for class participation.
Students can also use this tool to practice speaking throughout role play activities with partners.
Video

Figure 4.15 Video tool

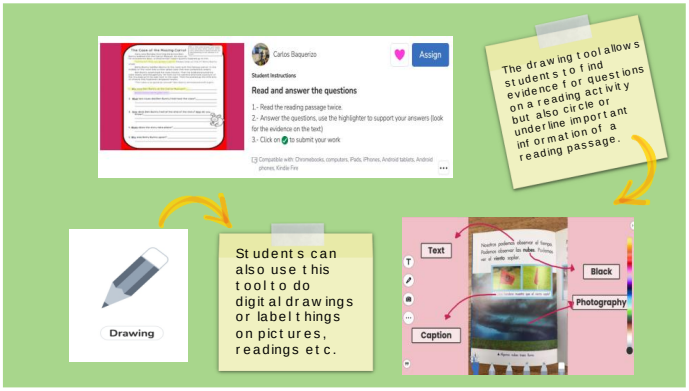

Assign
Read and answer the questions
The drawing tool allows students to find evidence for questions on a reading activity but also circle or underline important information of a reading passage.
Drawing
Students can also use this tool to do digital drawings or label things on pictures, readings etc.
Text
Black
Photography
Caption

Figure 4.16 Drawing tool

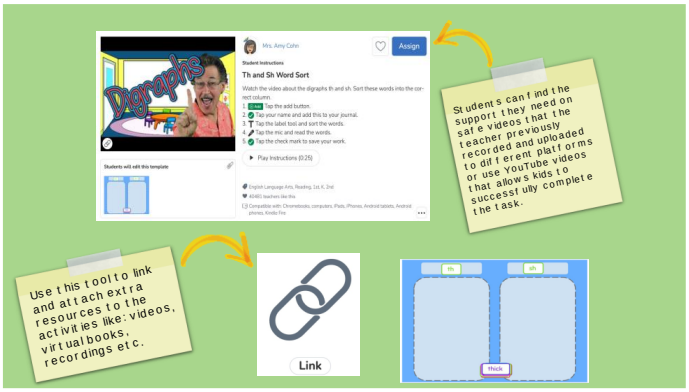

Assign
Th and Sh Word Sort
Students can find the support they need on safe videos that the teacher previously recorded and uploaded to different platforms or use YouTube videos that allows kids to successfully complete the task.
Use this tool to link and attach extra resources to the activities like: videos, virtual books, recordings etc.
Link
th
sh
thick

Figure 4.17 Linking tool

Assign
Activity 1: Describe Yourself
buddy
helpful
smart
caring
funny
kind
friendly
brother
basketball player
Photo
Type a Note
What did I do last weekend?
I was at my aunt's house since we were going to have a family party for my grandma's birthday...
Note
Using the Photo option kids will be able to work on engaging activities like describing in which they could take their own pictures and then share that activity with their partners to receive feedback from them but also support partners as well.
Using the note tool students will be able to have a digital journal in which they could write about specific topics to practice and reinforce their writing skill. Students would be able to read partners work and talk about that, this will help them also to practice their reading and speaking skills.

Figure 4.18 Camera and note tools

Next, the participants will practice using the platform by creating two activities using any of the tools that I have shown during this platform and activities explanation (Figure 4.19).

Figure 4.19 Hands-on work

Quizlet is a platform that allows students to acquire and practice vocabulary from their mother language to English. This platform offers several ways for practicing like visual, listening, translation, and enjoyable games to make the learning experience more engaging. Quizlet is effective to design flashcards, short tests, and spelling quizzes to help students remember words and their spelling forms (Figures 4.20 and 4.21).

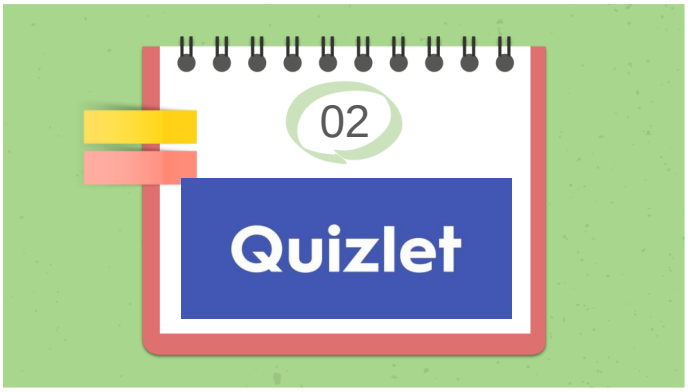


Figure 4.20 Quizlet

Quizlet
"Games are based on the Grammar Translation method"
Quizlet is a platform that allows students to acquire and practice vocabulary from their mother language to English. This platform offers several ways for practicing like visual, listening, translation and enjoyable games to make the learning experience more engaging.
LA CIUDAD Y EL CAMPO
"Translation is a useful device in the learning process of ESL learners; furthermore, it is an aid to enhance foreign language proficiency" (Tugru, 2013, p. 103)

Figure 4.21 Quizlet

I will explain to the participants how to create a Quizlet account using the link https://quizlet.com/. Then, will explain the tools and characteristics of a Quizlet lesson like visual, target and mother language, pronunciation (Figures 4.22 and 4.23)

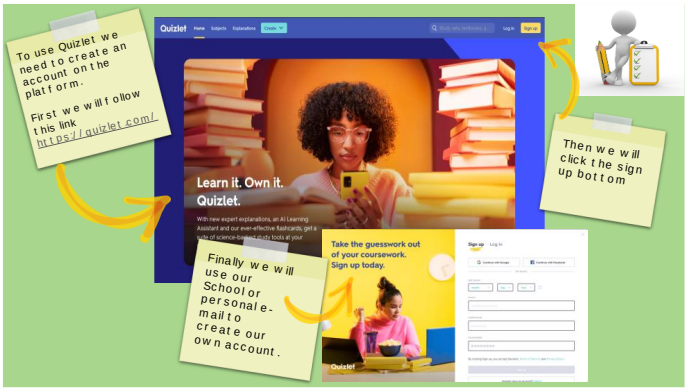

To use Quizlet we need to create an account on the platform.
First we will follow this link https://quizlet.com/
Learn it. Own it. Quizlet.
Then we will click the sign up bottom
Finally we will use our School or personal e-mail to create our own account.
Take the guesswork out of your coursework. Sign up today.

Figure 4.22 Creating an account

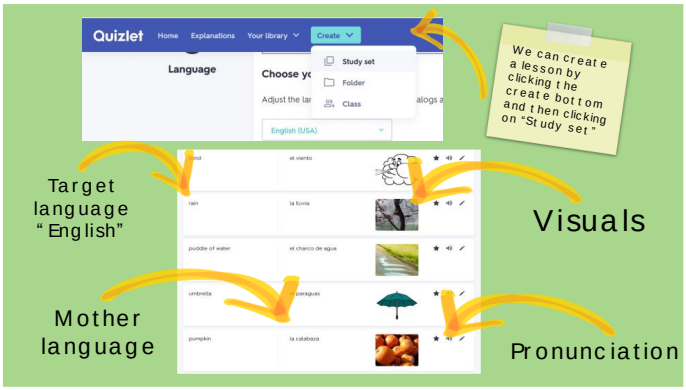


Figure 4.23 Quizlet characteristics

First, I will start entering in English the vocabulary words we want our students to learn, Quizlet offers us several options related to those words. Then, choose the translation of the word based on the students' mother language, Quizlet offers us several options for the word and we can also choose between several languages. Finally, we can add visual support that reflects the meaning of the word to improve the understanding and acquisition of the new language. Students can practice the target vocabulary in both languages using visual and auditorial support (Figures 4.24 and 4.25)

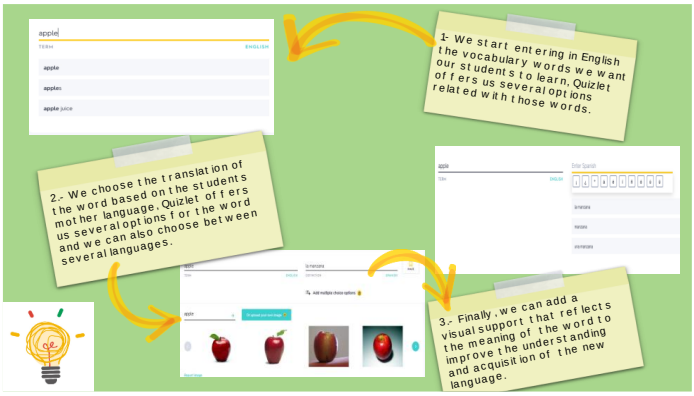

1- We start entering in English the vocabulary words we want our students to learn, Quizlet offers us several options related with those words.
2.- We choose the translation of the word based on the students mother language, Quizlet offers us several options for the word and we can also choose between several languages.
3.- Finally, we can add a visual support that reflects the meaning of the word to improve the understanding and acquisition of the new language.

Figure 4.24 Creating activities

Students can practice the target vocabulary in both languages
The autumn tree
El árbol de otoño
Visual and audit orial support

Figure 4.25 Practicing vocabularies

Quizlet also offers interactive gamers to make the learning experience more enjoyable, Students can also practice their lesson through games like gravity which encourages students to use writing and compete with their classmates. Another game is Match, this matching game uses grammar-translation to reinforce the content throughout an engaging and fun activity. These

games can encourage students to practice since they will interact and compete with their partners to get the best score. (Figures 4.26 and 4.27)

Interactive Games
EL OTOÑO
The autumn tree
You got 2nd place and unlocked the Match badge!
Play again
LEADERBOARD
Students can also practice the their lesson throughout games like gravity which encourage students to use writing and compete with their classmates.

Figure 4.26 Gravity game

Interactive Games
EL OTOÑO
The autumn tree
These games can encourage students to practice since they will interact with their partners to get the best score.
This matching game uses grammar translation to reinforce the content throughout an engaging and fun activity.

Figure 4.27 Matching game

"Translation is a useful device in the learning process of ESL learners; furthermore, it is an aid to enhance foreign language proficiency" (Tugru, 2013, p. 103).

Participants will practice creating a vocabulary lesson for their students (Figure 4.28)

Figure 4.28 Quizlet's hands-on work

The next platform is Kahoot! (Figure 4.29). It is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Perfect to teach, practice and review class content while children have fun learning languages! (Figure 4.30).

I will explain how Kahoot! works (how to play it) (Figures 4.31) then will show how to create an account on the platform following the link www.kahoot.com (Figure 4.32 and 4.33).

Figure 4.29 Kahoot

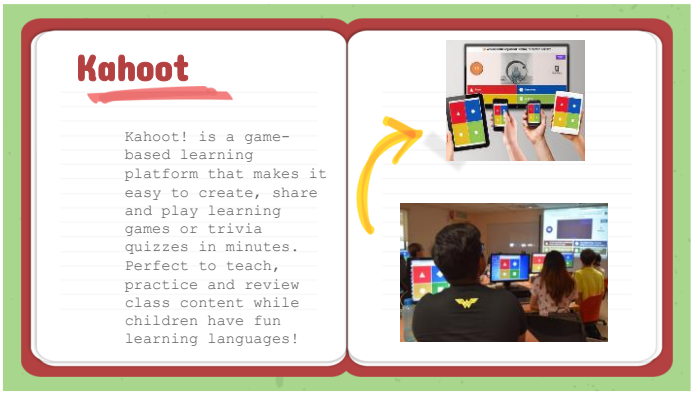

Kahoot
Kahoot! is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Perfect to teach, practice and review class content while children have fun learning languages!

Figure 4.30 Kahoot platform

How to play?
Teachers create a question bank with optional answers
Teachers need to display the question on a screen.
Student s need a personal device device to play.
Teachers will share the code pin of their activity to let students connect with them.
Student s look at the options and select the one that best answer the question.
It's ..... the museum.
Skip
19
Kahoot!
0
Answers
crossing
across from
across the street
accross
kahoot.it Game PIN: 808417

Figure 4.31 How to play?

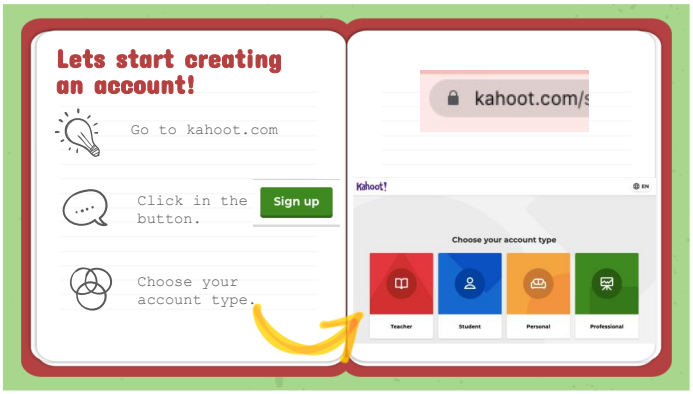


Figure 4.32 Creating an account

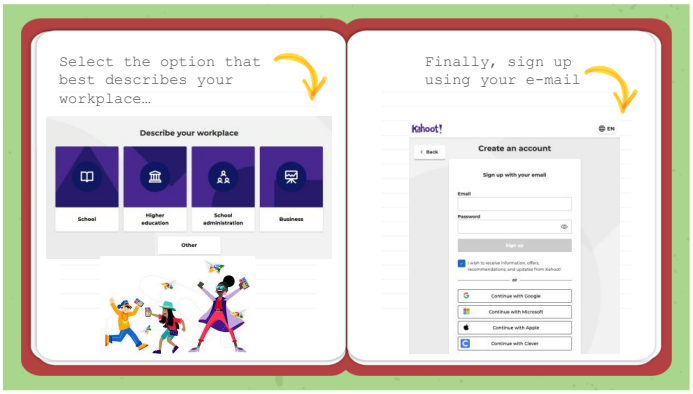


Figure 4.33 Creating an account

I will show how to create engaging activities using the tools that Kahoot has and the different options for creating a test with multiple choice answers in a written or picture way (Figures 4.34 and 4.35). Kahoot's resources library will be also displayed to show participants where to find good resources that have been already created for another teacher (Figure 4.36). Finally, participants will create an account and a quiz activity for one of their lessons. I will choose one volunteer to show his/her quiz and all the participants will participate in the activity (Figure 4.37).

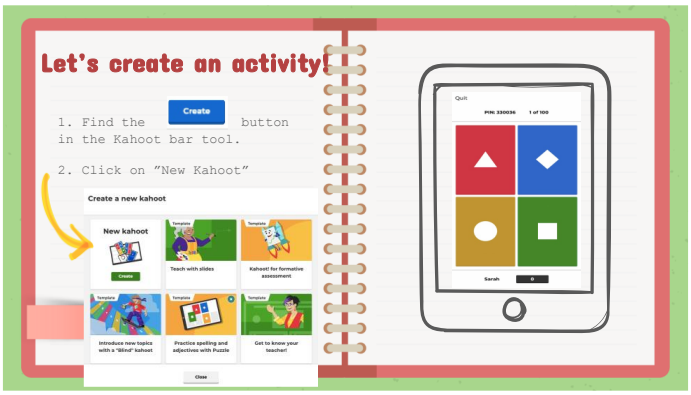

Let's create an activity!
1. Find the Create button in the Kahoot bar tool.
2. Click on "New Kahoot"
Create a new kahoot
New kahoot

Figure 4.34 Creating activities

Let's create an activity!
Add all your questions here
Select the time you want the questions to be displayed and the points.
Add as many questions as you want.
Select the time you want the questions to be displayed and the points.
There is an option to select multiple answer. Make sure you select the one you plan to use for current activity.
Add all your answers here. Only one must be the correct one.
Start typing your question
Find and insert media

Figure 4.35 Creating activities

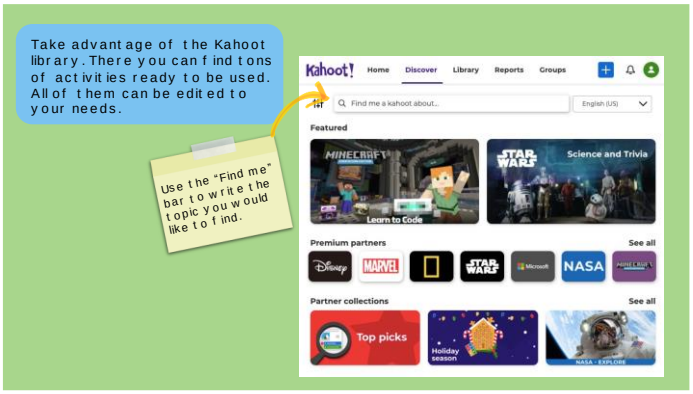


Figure 4.36 Resources library

Figure 4.37 Hands-on work

Flipgrid is a video discussion platform that can be utilized in a variety of educational levels and settings and is particularly fitting for language learning (Figures 4.38 and 4.39). The presenter will name several reasons for using Flipgrid in the classroom such as it promoting metacognition, videos being used as a language educational tool, it meets students where they are, and more (Figure 4.40).

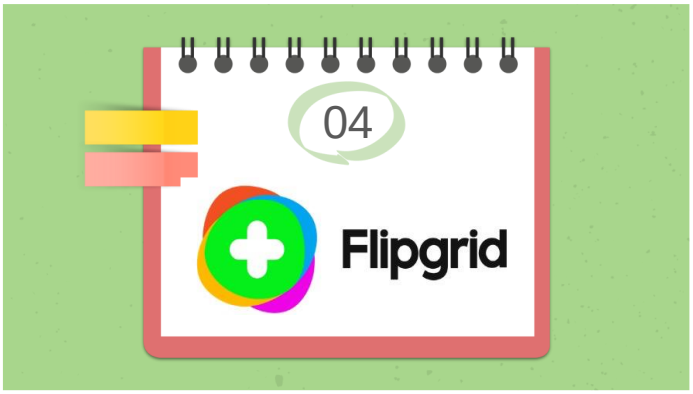


Figure 4.38 Flipgrid

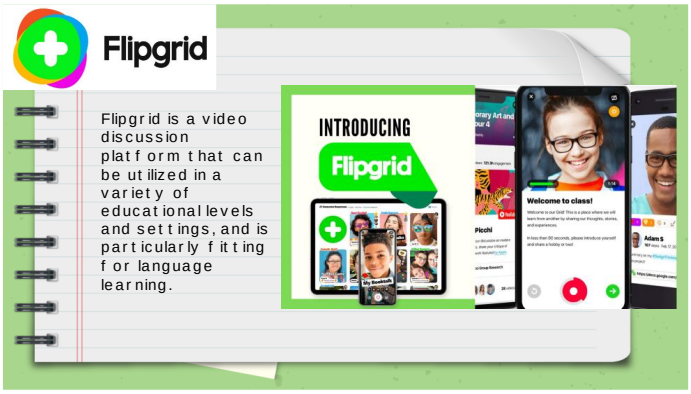

Flipgrid
Flipgrid is a video discussion platform that can be utilized in a variety of educational levels and settings, and is particularly fitting for language learning.
INTRODUCING
Flipgrid
Welcome to class!

Figure 4.39 Introduction

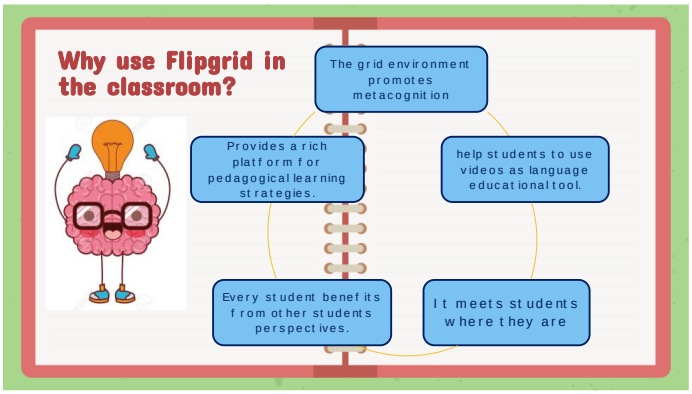

Why use Flipgrid in the classroom?
The grid environment promotes metacognition
Provides a rich platform for pedagogical learning strategies.
help students to use videos as language educational tool.
Every student benefits from other students perspectives.
It meets students where they are

Figure 4.40 Reasons for using it

First, I will explain how to use the platform and will show step by step how to create an account using the link www.flipgrid.com (Figures 4.41, 4.42, and 4.43). Then, will talk about the updates and improvements that Flipgrid has done to provide the users with a better experience (Figure 4.44)

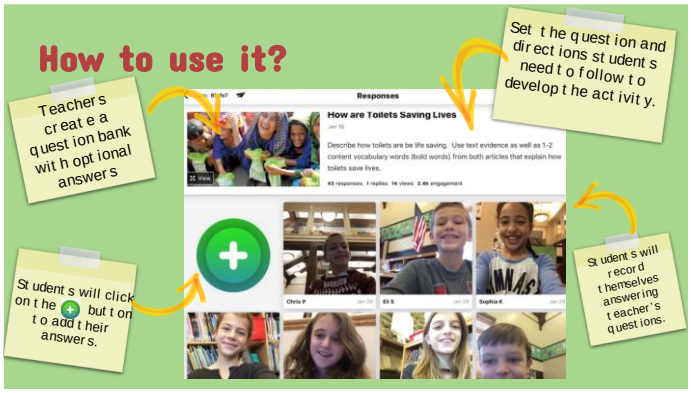

How to use it?
Teachers create a question bank with optional answers
Set the question and directions students need to follow to develop the activity.
Responses
How are Toilets Saving Lives
Students will click on the button to add their answers.
Students will record themselves answering teacher's questions.

Figure 4.41 How to use it?

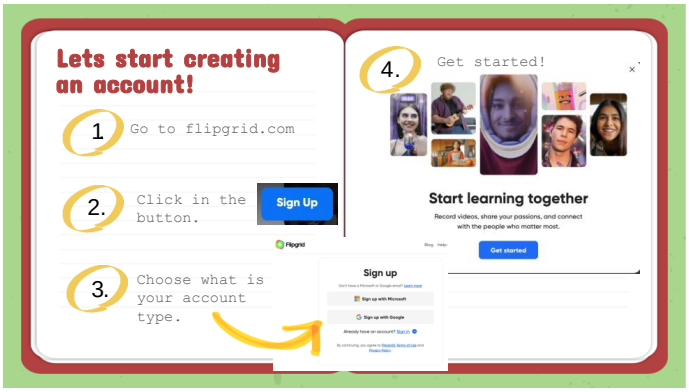


Figure 4.42 Creating an account

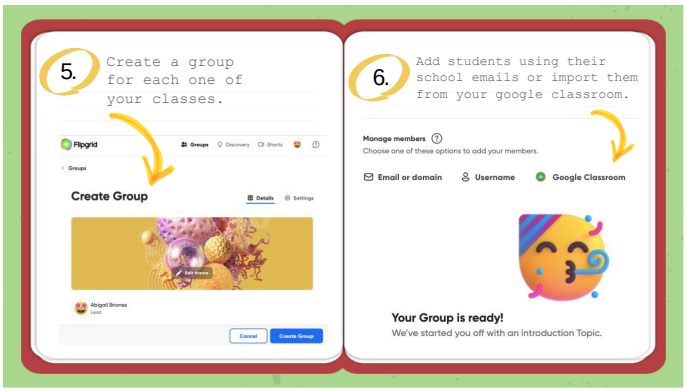


Figure 4.43 Creating an account

Flipgrid
10 BIG Flipgrid updates
Once again Flipgrid released BIG updates to its camera, user experience, help center and more. Loads of new, interactive updates to discover!
Backdrops now available on desktop
Music can be added to responses.
26 different lenses for the camera.
Respond with a GIF on desktop.
Updated help center.
Minecraft integration
More options on mobile.
Bitmoji topic media. (Mar 21)
New Flipgrid Stickers! (Feb 21)
Mic only mode (Dec 20)
More details: blog.flipgrid.com/news/2021schoolyear
DITCH THAT TEXTBOOK

Figure 4.44 Flipgrid updates

Next, slides about how to create activities and the different tools that Flipgrid has will be presented to the participants (Figure 4.45). I will guide the audience step by step and show on the real platform the different options they can use for creating enjoyable and educational activities using this platform.

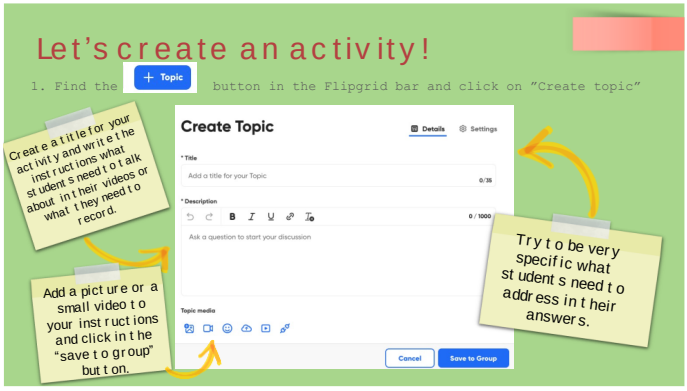

Let's create an activity!
1. Find the + Topic button in the Flipgrid bar and click on "Create topic"
Create a title for your activity and write the instructions what student's need to talk about in their videos or what they need to record.
Add a picture or a small video to your instructions and click in the "save to group" button.
Try to be very specific what student's need to address in their answers.
Create Topic
Details
Settings
* Title
Add a title for your Topic
0/35
* Description
0 / 1000
Ask a question to start your discussion
Topic media
Cancel
Save to Group

Figure 4.45 Creating activities

The virtual library of activities called “Discovery” will be presented to show participants how to explore the topics created by the Flipgrid community that is ready-made for them to be used (Figure 4.46).

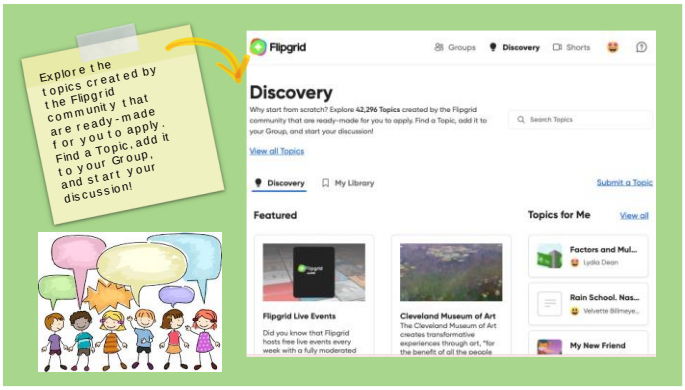

Explore the topics created by the Flipgrid community that are ready-made for you to apply. Find a Topic, add it to your Group, and start your discussion!
Flipgrid
Groups
Discovery
Shorts
Discovery
Why start from scratch? Explore 42,296 Topics created by the Flipgrid community that are ready-made for you to apply. Find a Topic, add it to your Group, and start your discussion!
Search Topics
View all Topics
Discovery
My Library
Submit a Topic
Featured
Topics for Me
View all
Factors and Mul...
Lydia Dean
Rain School. Nas...
Velvette Billmeye...
Flipgrid Live Events
Did you know that Flipgrid hosts free live events every week with a fully moderated
Cleveland Museum of Art
The Cleveland Museum of Art creates transformative experiences through art, "for the benefit of all the people
My New Friend

Figure 4.46 virtual library

Finally, participants will work on a hands-on work activity in which they will create an account and then make or use an activity from the Discovery section (Figure 4.47).

To conclude this workshop I will open a questions and answer section in which participants would clarify their doubts but also share any comments or ideas about the different platforms they have been learning during the workshop (Figure 4.48). Finally, I will ask the participants to share some of the motivational activities they created on the platforms and say why they decided to create those activities.

Figure 4.47 hands-on work

Figure 4.48 questions and answers

This is a hands-on work workshop in which four useful and free platforms will be presented to help teachers engage their students in their classes and also to reach their needs base on the different tools each platform offers. This workshop is characterized for having the participants working actively using the information that has been shared during the session,

guided step by step by the presenter to create their accounts and motivational activities while building the teachers' confidence for the use of technological resources to reach the aims of their curriculums and prepare their ESL students to work using all the resources this technological and globalized world offers them.

In conclusion, this workshop has two principal objectives. The first one is to promote the use of technology as a regular tool for ESL classes and the second one is to train ESL educators on the use of platforms to make their lesson more friendly for the students to build their stamina for language learning.

Chapter Five: Conclusion

The process of teaching English has shown a lot of improvement in many distinct aspects. Methods, strategies, techniques, or approaches have been studied for a long time and for many researchers to achieve better results through the years. However, the 21st century has brought more challenging difficulties in which technology has been used to successfully provide students the necessary tools to either acquire knowledge or to put it into practice. The development of this project is an additional effort to complement those theories and concepts that support technology as an effective mean of learning a language. After investigating and analyzing all the resources available, I have concluded that ESL education needs to be connected to technological elements permanently if teachers want to help their students succeed.

ESL classrooms are completely different from what they used to be many years ago. Interactive boards, platforms, or video projectors have made learning more interesting and enjoyable for students. Technology has allowed teachers to create learning environments in which students experiment with reliable material, such as videos or documents. Nevertheless, this project seeks to offer some tools as options that are available online. These tools might be applied as extra activities to be included in lesson plans without much difficulty. I believe that allowing the teachers to train themselves with technological elements will provide them with more ideas to explore while using their creativity to teach.

Through the development of this project, I have shifted my teaching perspective. I have studied different concepts regarding the use of technology that can be applied in ESL lessons. I

have fully understood the importance of the inclusion of technological resources to improve students' learning and make them interiorize what they learn at the same time. It has been important to consider students' interests before selecting the activities that have been included in the project. Hopefully, teachers will be able to experiment the students' position and how they feel about what the teacher shares in a lesson.

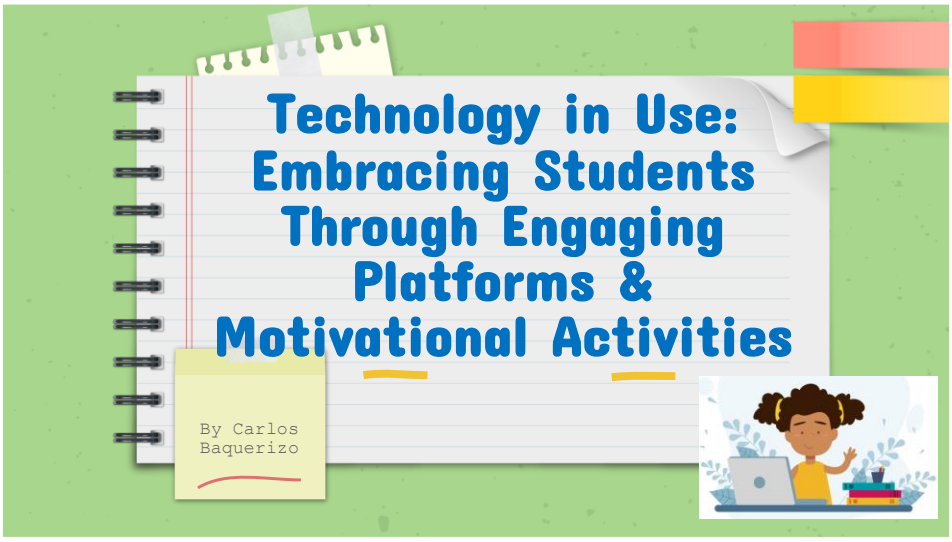
I hope this project can become a useful document for those teachers who are willing to make their lessons an unforgettable experience. This will motivate students to learn more and participate actively in every class. The workshop helps teachers understand how to use technology by covering some topics that are permanently taught in ESL lessons. The videos and the games that have been included will support the activities suggested and increase teachers' confidence to use them whenever they need.

Although this project contains relevant and reliable information, it would be convenient to explore more tasks that can help teachers expand their knowledge of how to use technology in ESL lessons. Further investigation will complement teachers' experience and help them to enrich their lesson plans with different resources that will provide benefits for students. When students receive various kinds of activities, especially the ones that involve technology, they feel pleased, and their attention is raised.

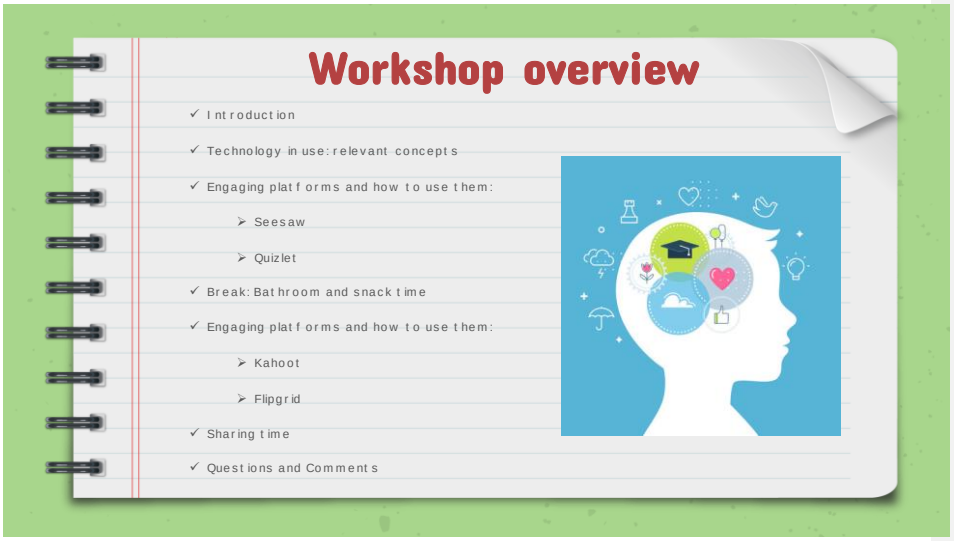
To conclude, I would like to express that the experience of developing this project has been positive for my professionalism. I wish the information provided will be valuable for teachers whose desire to teach goes beyond their expectations. This work is only an extra contribution to ESL education, and there is more that can be done to achieve excellence.

Appendices

Appendix A: Slides



Slide # 1



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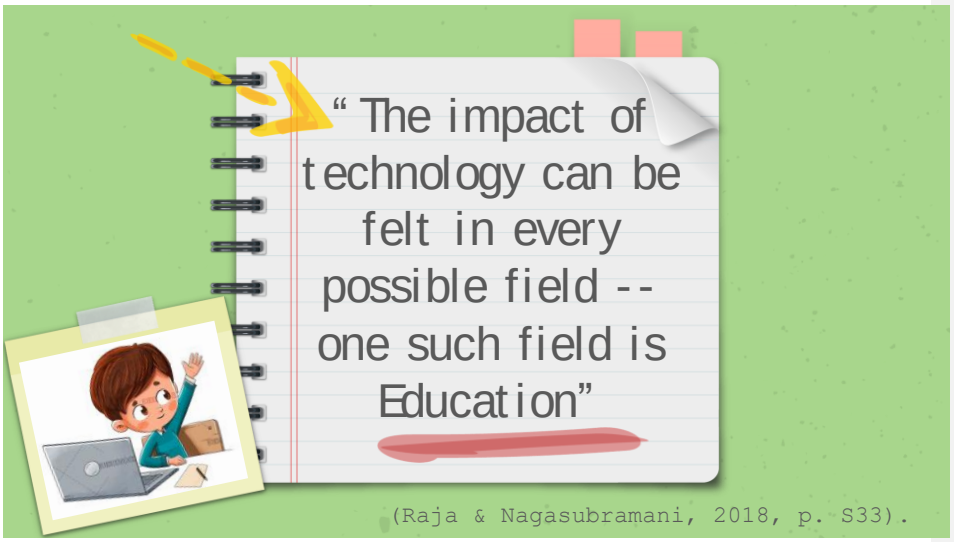

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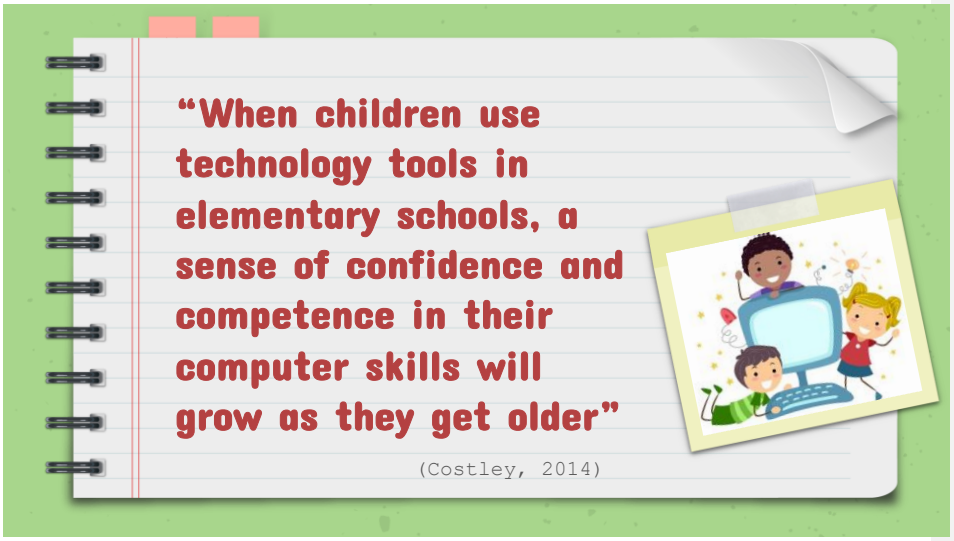
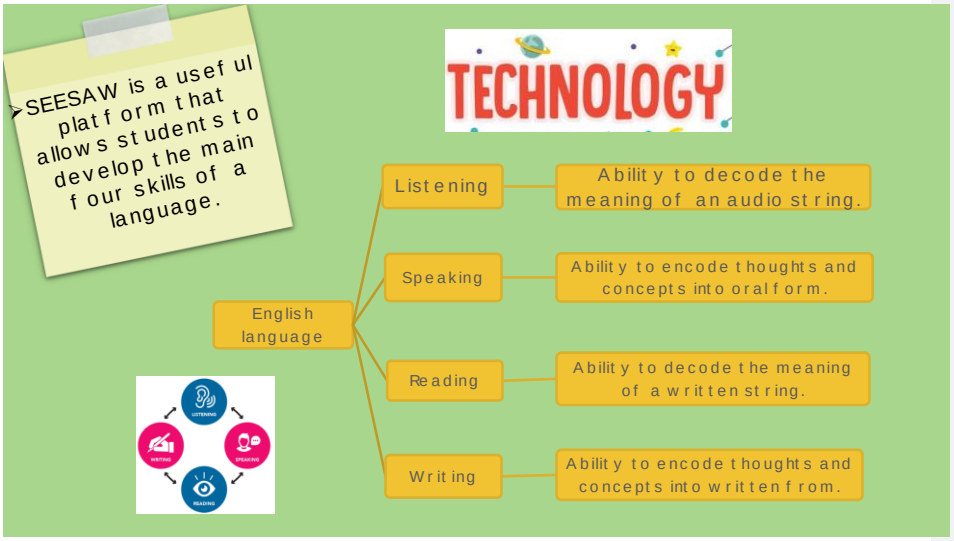

"When children use technology tools in elementary schools, a sense of confidence and competence in their computer skills will grow as they get older"
(Costley, 2014)

Slide # 4

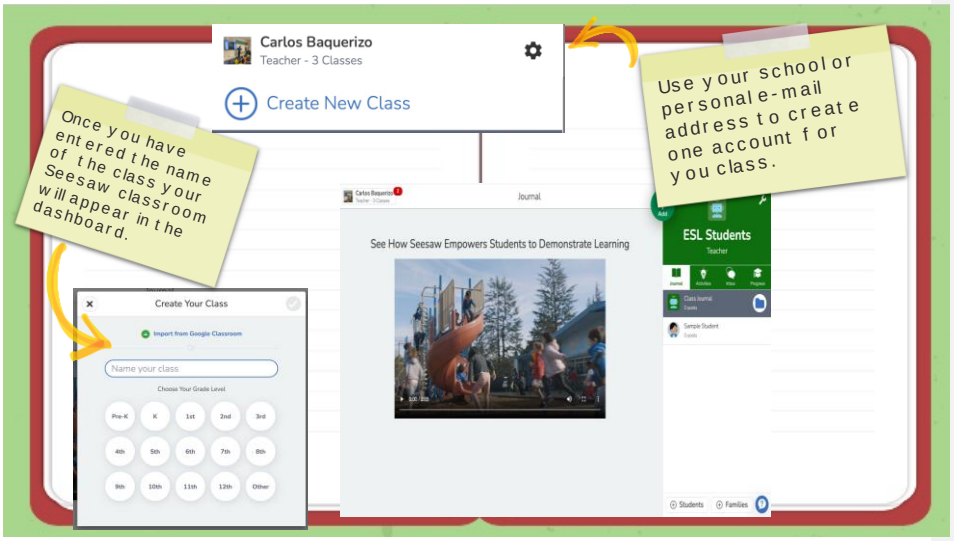
Slide # 5


SEESAW is a useful platform that allows students to develop the main four skills of a language.
TECHNOLOGY
English language
Listening
Ability to decode the meaning of an audio string.
Speaking
Ability to encode thoughts and concepts into oral form.
Reading
Ability to decode the meaning of a written string.
Writing
Ability to encode thoughts and concepts into written from.

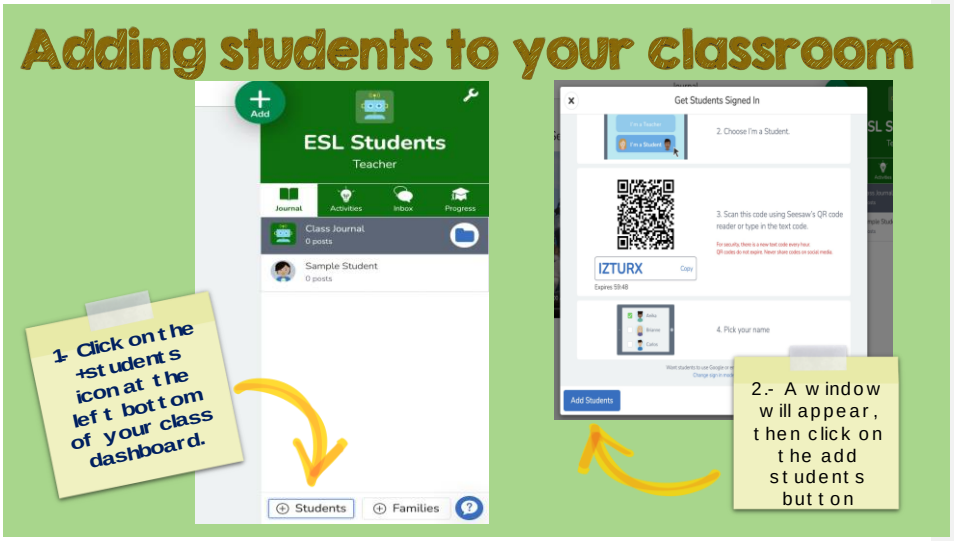
Slide # 6

Let's start!
I. You will need go to www.seesaw.com or download the app at the app store
Seesaw
Download and sign up!
iOS and Android Smartphones
1. Search for "Seesaw Parent Access" in the iTunes App Store or Google Play Store
2. Download the app and scan the QR Code in the handout sent home with your child
3. Create an account and allow notifications to start getting notified about new items
Other Smartphones & Computers
1. Go to the link provided by the teacher in any web browser (email or handout)
2. Choose your child from the class list and create an account
3. After you've been approved by your child's teacher, you'll get access to their journal
PARENT
iOS App for Parents
Android App for Parents
Parent Website
Parent Web Portal
app.seesaw.me

Slide # 7


Carlos Baquerizo
Teacher - 3 Classes
Create New Class
Once you have entered the name of the class your Seesaw classroom will appear in the dashboard.
Use your school or personal e-mail address to create one account for you class.
Create Your Class
Import from Google Classroom
Name your class
Choose Your Grade Level
See How Seesaw Empowers Students to Demonstrate Learning
ESL Students
Teacher
Students
Families

Slide # 8



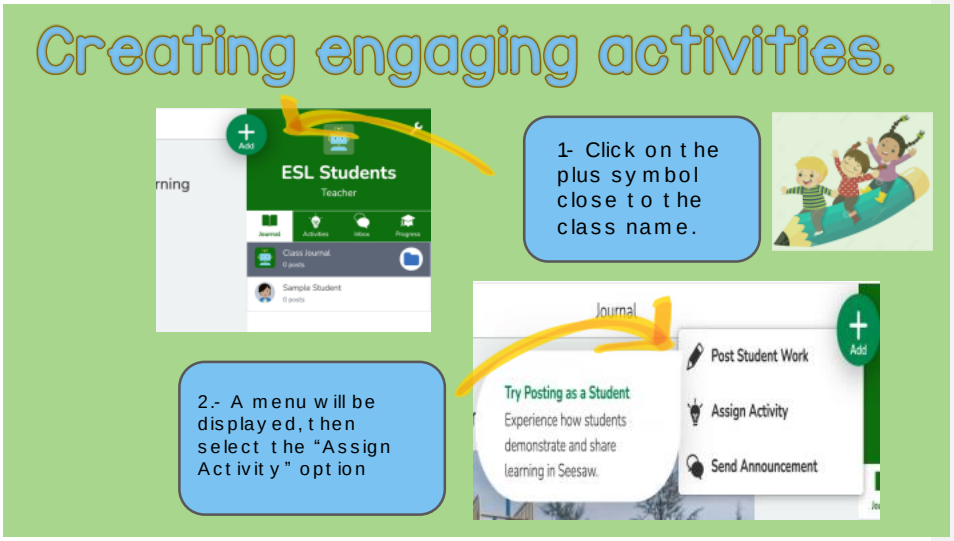
Slide # 9

Adding students to your classroom
3.- Click again on the add students button and type your student's information.
Manage Students
Sample Student
Add Students
Journal
Activities
Inbox
Progress
Alexander Turlington
73 posts | Nov 17, 2021
Allison Coats
72 posts | Nov 17, 2021
Areli Mondragon Morales
27 posts | Nov 17, 2021
Brooklynn Ford
44 posts | Nov 17, 2021
Bryce Howlett
63 posts | Nov 17, 2021
Chase Sutton
57 posts | Nov 17, 2021
Dalton Evans
Students
Families
4.- When you finish entering your student's information their names will appear in the dashboard under the "JOURNAL" section.

Slide # 10

People is using the technology for several purposes during their lives so teachers and students can use it in the classroom to improve the learning experience and accomplish the curriculum goals.
Video
Seesaw
Drawing
Link
Note

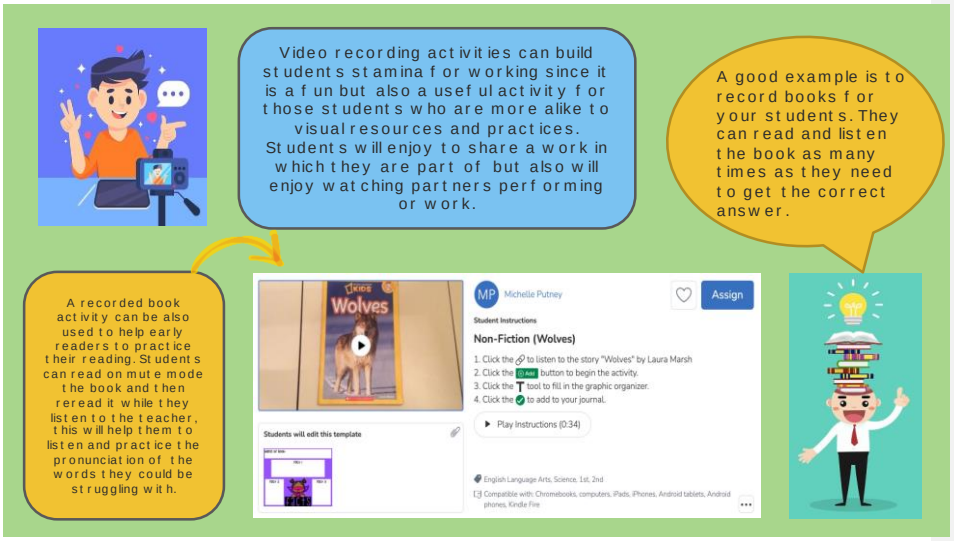
Slide # 11


Creating engaging activities.
ESL Students
Teacher
1- Click on the plus symbol close to the class name.
2.- A menu will be displayed, then select the "Assign Activity" option
Journal
Post Student Work
Assign Activity
Send Announcement
Try Posting as a Student
Experience how students demonstrate and share learning in Seesaw.

Slide # 12

3.- Choose between the variety of tools that Seesaw offers you to create your activities depending on the skill you would like to reinforce or the activity you have planed to do.
Photo
Drawing
Video
Upload
Note
Link

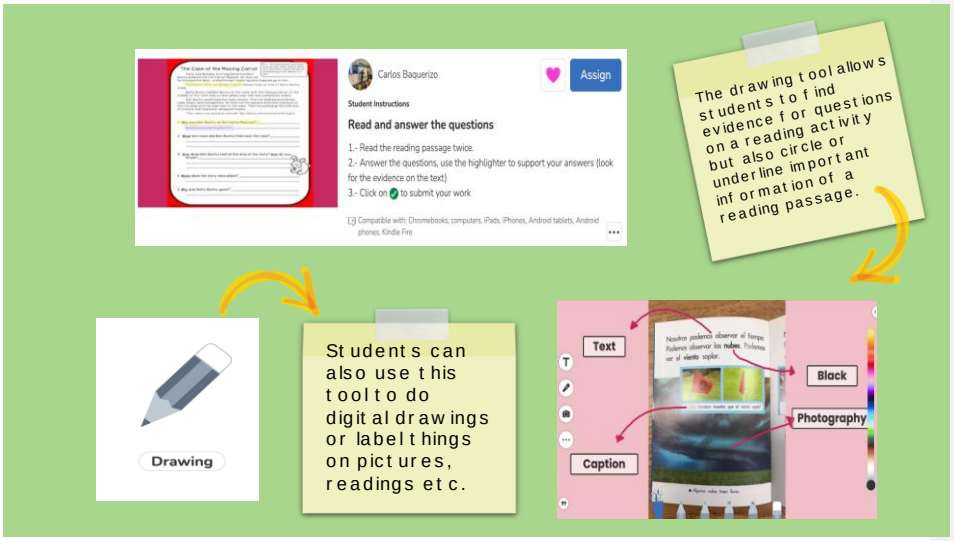
Slide # 13


Video recording activities can build students stamina for working since it is a fun but also a useful activity for those students who are more alike to visual resources and practices. Students will enjoy to share a work in which they are part of but also will enjoy watching partners performing or work.
A good example is to record books for your students. They can read and listen the book as many times as they need to get the correct answer.
A recorded book activity can be also used to help early readers to practice their reading. Students can read on mute mode the book and then reread it while they listen to the teacher, this will help them to listen and practice the pronunciation of the words they could be struggling with.
Wolves
Michelle Putney
Assign
Student Instructions
Non-Fiction (Wolves)
1. Click the to listen to the story "Wolves" by Laura Marsh
2. Click the Add button to begin the activity.
3. Click the T tool to fill in the graphic organizer.
4. Click the to add to your journal.
Play Instructions (0:34)
Students will edit this template
English Language Arts, Science, 1st, 2nd
Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

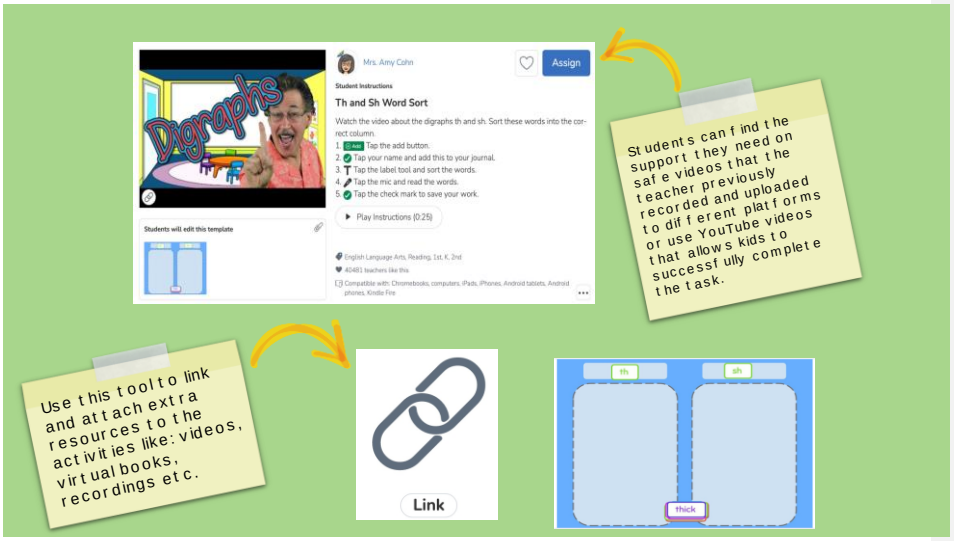
Slide # 14

Carlos Baquerizo
Assign
Student Instructions
Describing pictures and stories
1.- On a piece of paper draw one story you want to share with your partners.
2.- Click on Add
3.- Click on
4.- Retell your partner your story while you point the details on the paper.
5.- Click on to submit your work
Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire
Early writers starts their practice by drawing their ideas on a paper.
The video tool allows students to share their stories with their classmates but also let ESL students learn from their friends since they can watch other students videos and listen to partners explanations acquiring more words for their own vocabulary while build their stamina for class participation.
Students can also use this tool to practice speaking throughout role play activities with partners.
Video

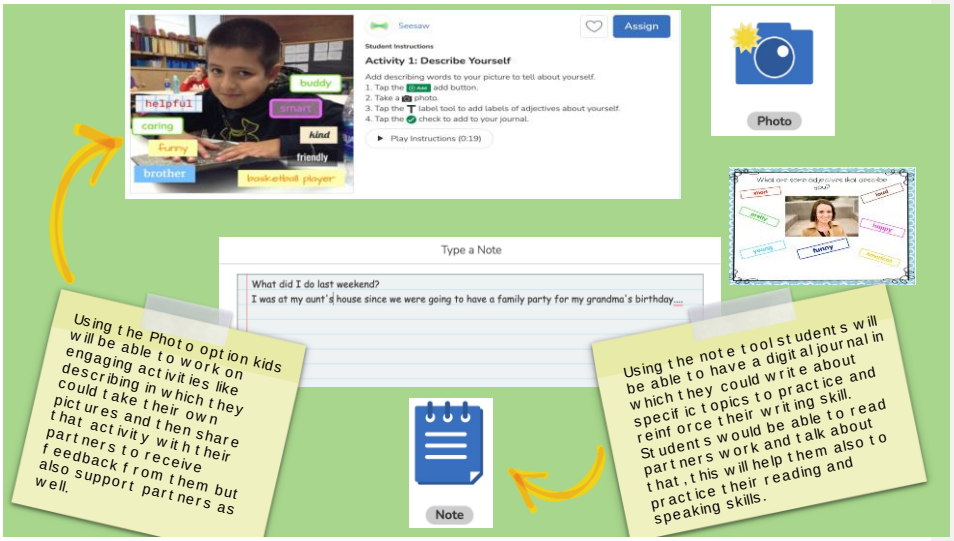
Slide # 15


Carlos Baquerizo
Assign
Student Instructions
Read and answer the questions
1.- Read the reading passage twice.
2.- Answer the questions, use the highlighter to support your answers (look for the evidence on the text)
3.- Click on to submit your work
Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire
The drawing tool allows students to find evidence for questions on a reading activity but also circle or underline important information of a reading passage.
Drawing
Students can also use this tool to do digital drawings or label things on pictures, readings etc.
Text
Black
Photography
Caption

Slide # 16

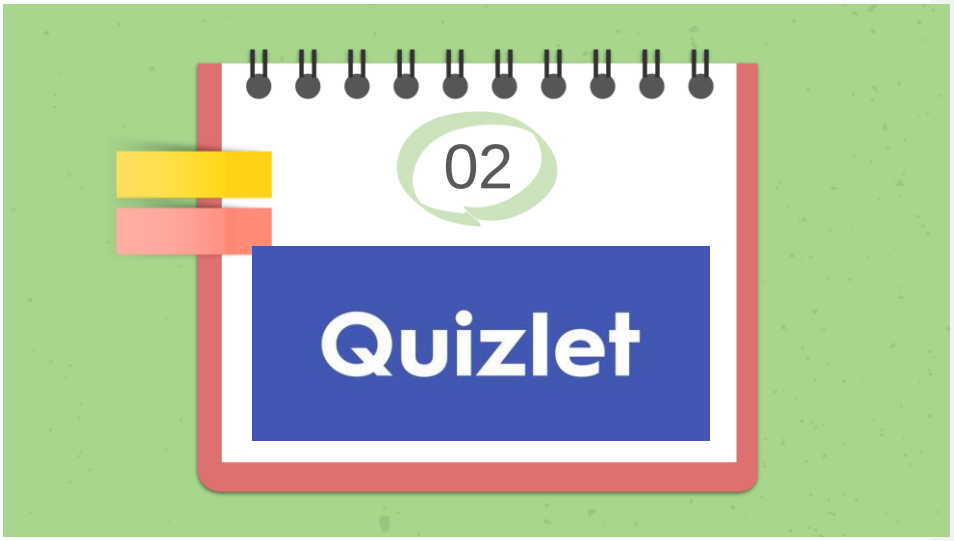

Mrs. Amy Cohn
Assign
Student Instructions
Th and Sh Word Sort
Watch the video about the digraphs th and sh. Sort these words into the correct column.
1. Add Tap the add button.
2. Tap your name and add this to your journal.
3. Tap the label tool and sort the words.
4. Tap the mic and read the words.
5. Tap the check mark to save your work.
Play Instructions (0:25)
Students will edit this template
English Language Arts, Reading, 1st, K, 2nd
40481 teachers like this
Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire
Digraphs
Students can find the support they need on safe videos that the teacher previously recorded and uploaded to different platforms or use YouTube videos that allows kids to successfully complete the task.
Use this tool to link and attach extra resources to the activities like: videos, virtual books, recordings etc.
Link
th
sh
thick

Slide # 17

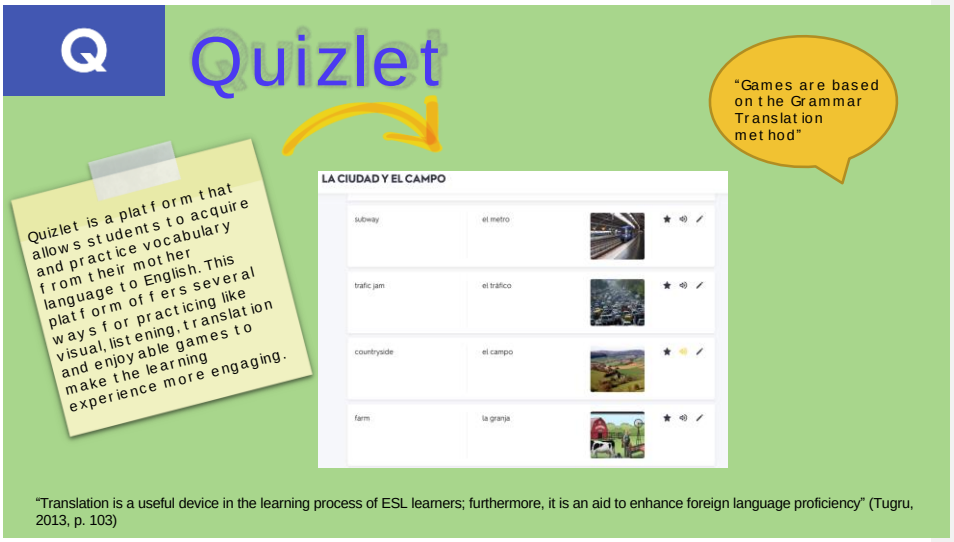

Seesaw
Assign
Student Instructions
Activity 1: Describe Yourself
Add describing words to your picture to tell about yourself.
1. Tap the add button.
2. Take a photo.
3. Tap the label tool to add labels of adjectives about yourself.
4. Tap the check to add to your journal.
Play Instructions (0:19)
buddy
helpful
smart
caring
kind
funny
friendly
brother
basketball player
Photo
Type a Note
What did I do last weekend?
I was at my aunt's house since we were going to have a family party for my grandma's birthday....
Note
Using the Photo option kids will be able to work on engaging activities like describing in which they could take their own pictures and then share that activity with their partners to receive feedback from them but also support partners as well.
Using the note tool students will be able to have a digital journal in which they could write about specific topics to practice and reinforce their writing skill. Students would be able to read partners work and talk about that, this will help them also to practice their reading and speaking skills.

Slide # 18

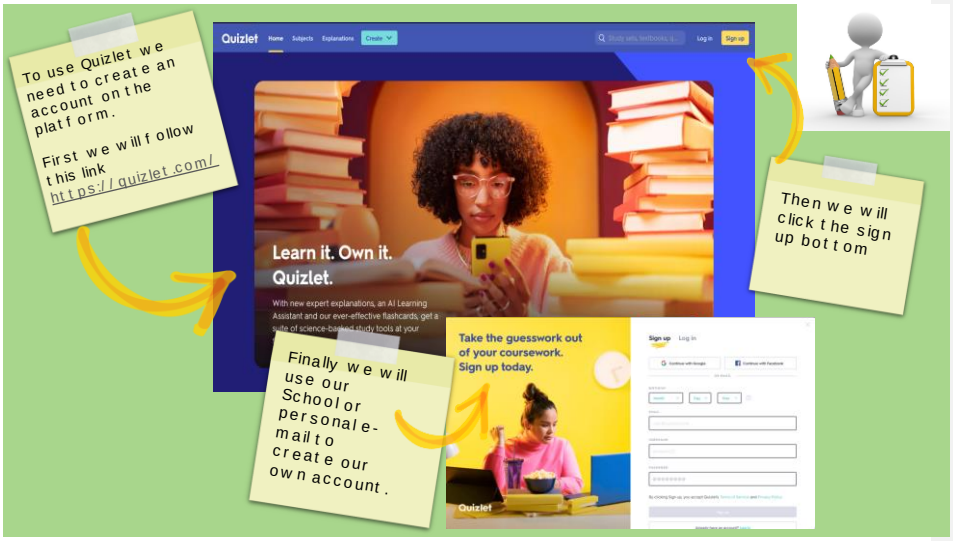
Slide # 19



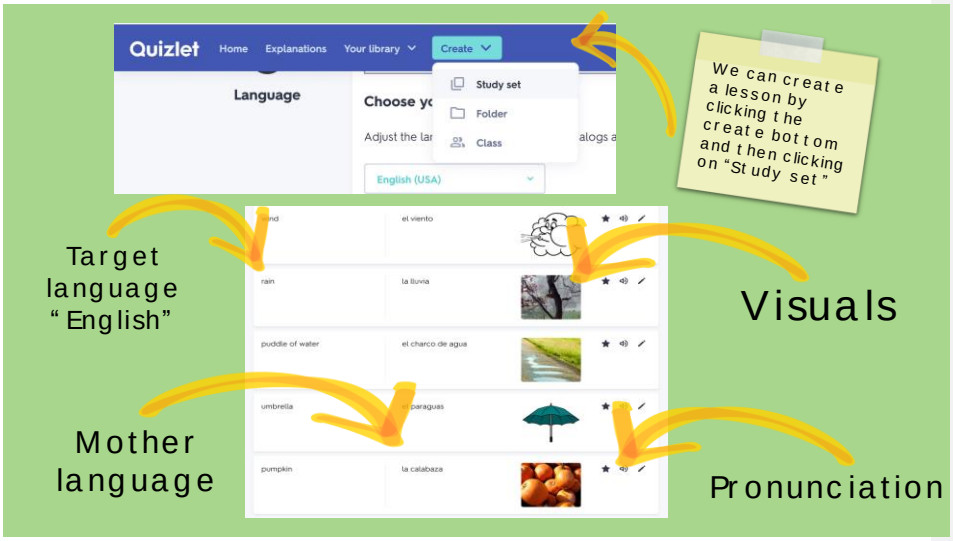
Slide # 20


Q
Quizlet
"Games are based on the Grammar Translation method"
Quizlet is a platform that allows students to acquire and practice vocabulary from their mother language to English. This platform offers several ways for practicing like visual, listening, translation and enjoyable games to make the learning experience more engaging.
LA CIUDAD Y EL CAMPO
subway
el metro
trafic jam
el tráfico
countryside
el campo
farm
la granja
"Translation is a useful device in the learning process of ESL learners; furthermore, it is an aid to enhance foreign language proficiency" (Tugru, 2013, p. 103)

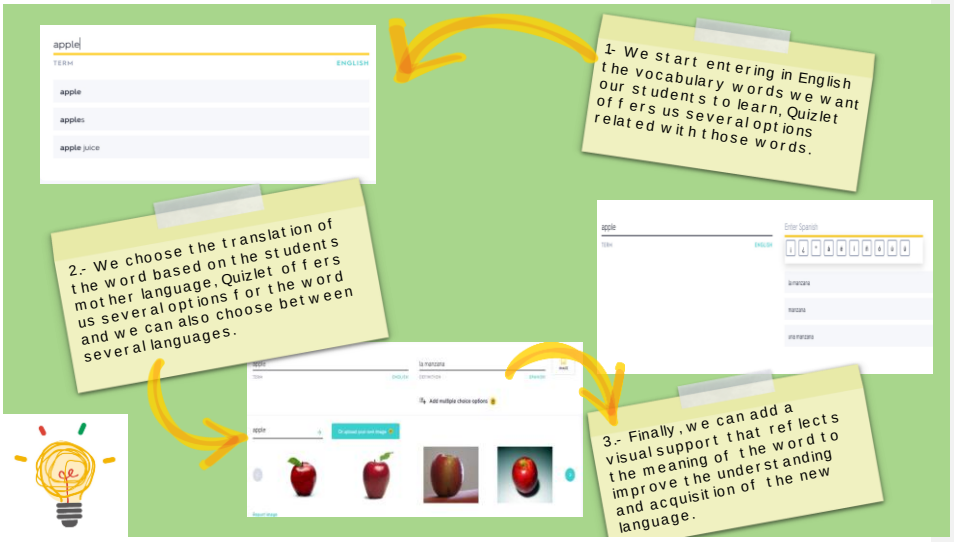
Slide # 21


To use Quizlet we need to create an account on the platform.
First we will follow this link https://quizlet.com/
Quizlet
Learn it. Own it. Quizlet.
Then we will click the sign up bottom
Finally we will use our School or personal e-mail to create our own account.
Take the guesswork out of your coursework. Sign up today.

Slide # 22



Slide # 23


apple
TERM
ENGLISH
apple
apples
apple juice
1- We start entering in English the vocabulary words we want our students to learn, Quizlet offers us several options related with those words.
2.- We choose the translation of the word based on the students mother language, Quizlet offers us several options for the word and we can also choose between several languages.
3.- Finally, we can add a visual support that reflects the meaning of the word to improve the understanding and acquisition of the new language.

Slide # 24

Slide # 25

Interactive Games
Quizlet
EL OTOÑO
The autumn tree
You got 2nd place and unlocked the Match badge!
Play again
LEADERBOARD
Students can also practice their lesson throughout games like gravity which encourage students to use writing and compete with their classmates.

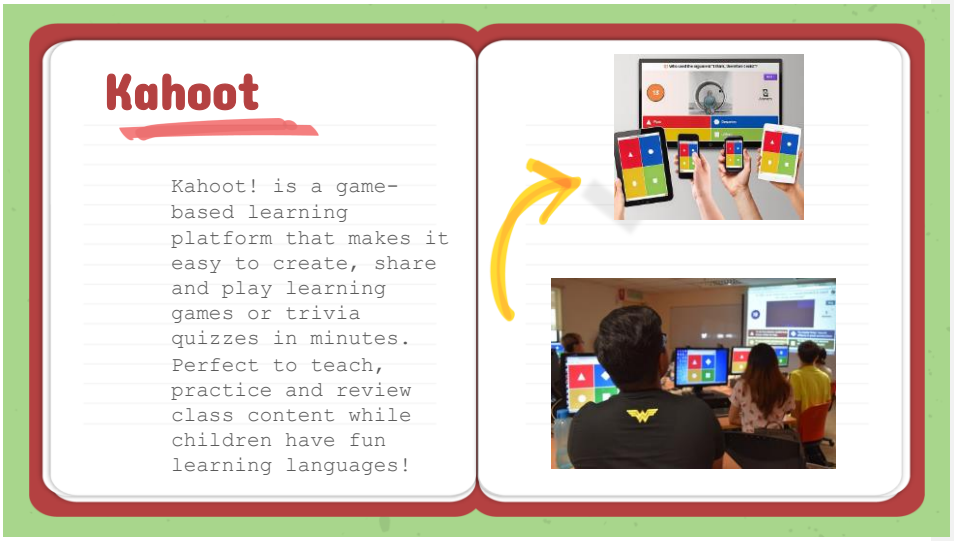
Slide # 26

Interactive Games
Quizlet
EL OTOÑO
The autumn tree
These games can encourage students to practice since they will interact with their partners to get the best score.
This matching game uses grammar translation to reinforce the content throughout an engaging and fun activity.

Slide # 27

Slide # 28

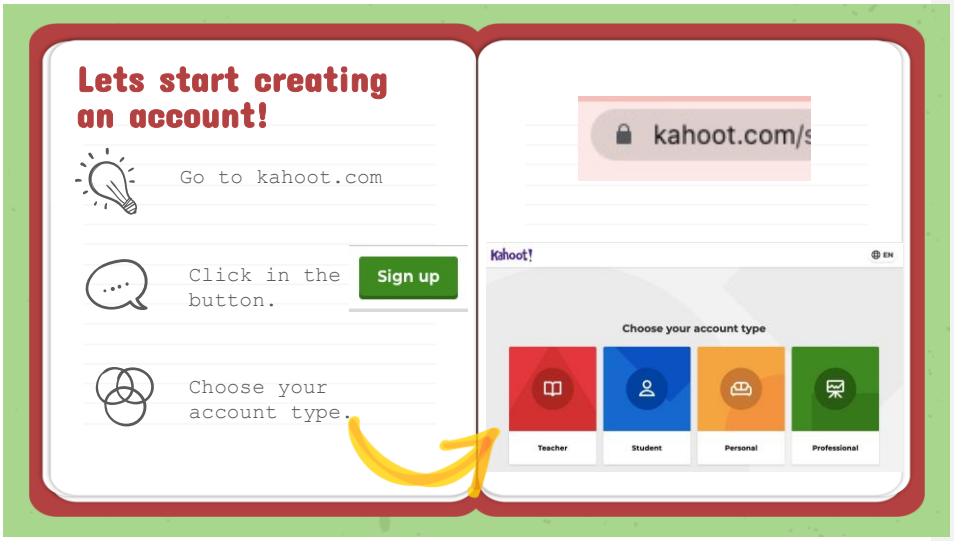
Slide # 29


Kahoot
Kahoot! is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Perfect to teach, practice and review class content while children have fun learning languages!

Slide # 30

How to play?
Teachers create a question bank with optional answers
Teachers need to display the question on a screen.
Students need a personal device device to play.
Teachers will share the code pin of their activity to let students connect with them.
Students look at the options and select the one that best answer the question.
It's ..... the museum.
Skip
19
Kahoot!
0
Answers
crossing
across from
across the street
accross
kahoot.it Game PIN: 808417

Slide # 31



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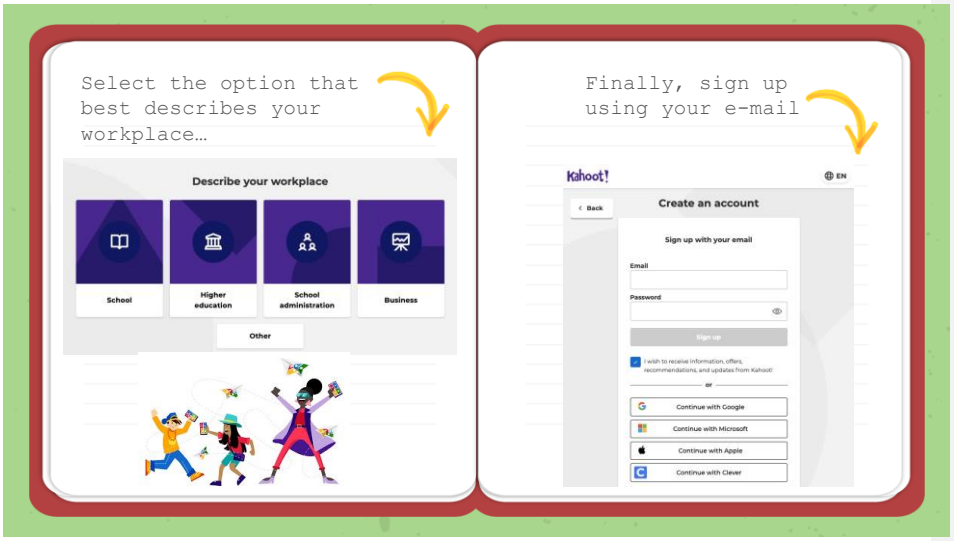

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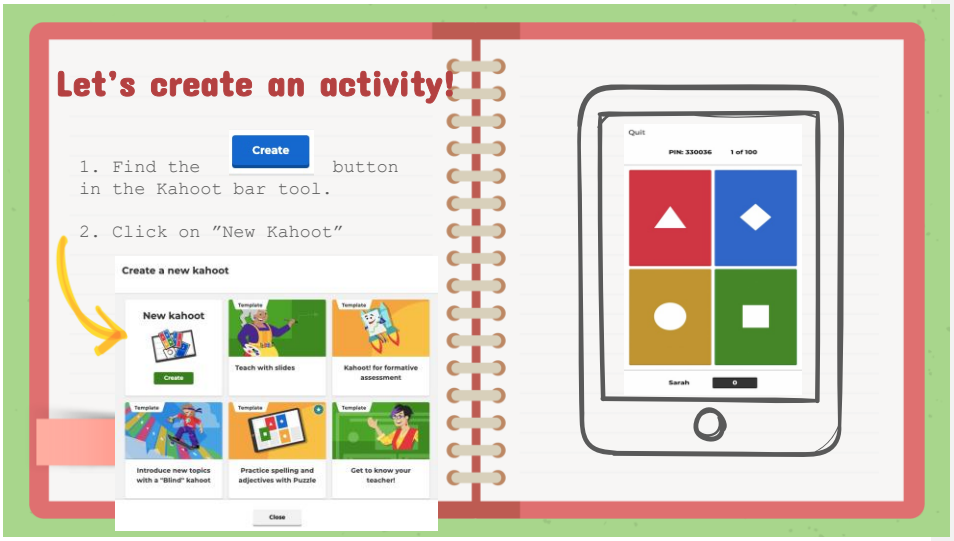
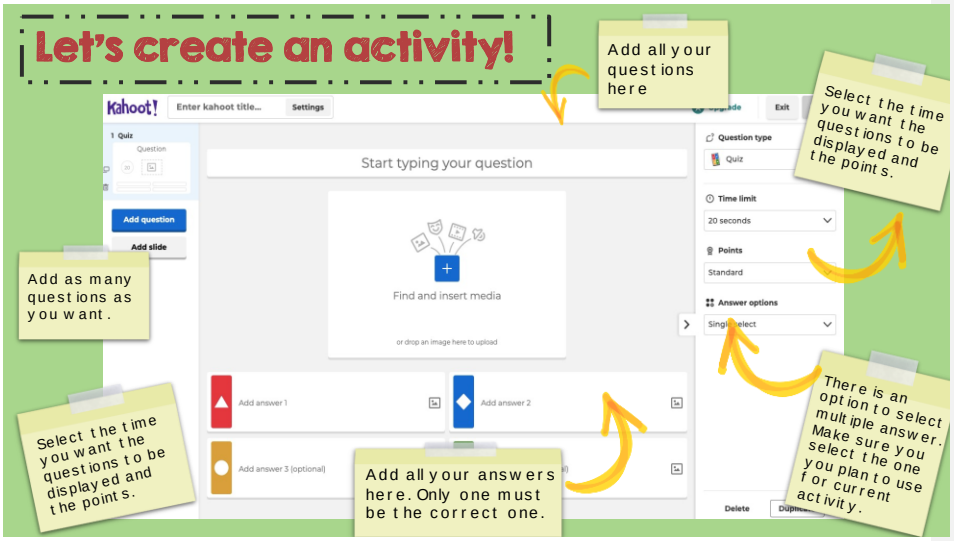
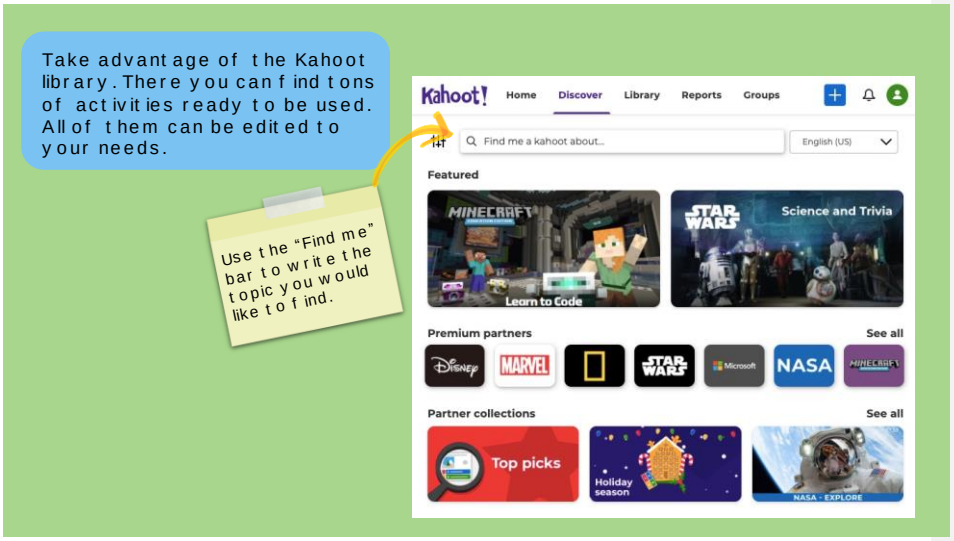


Slide # 34

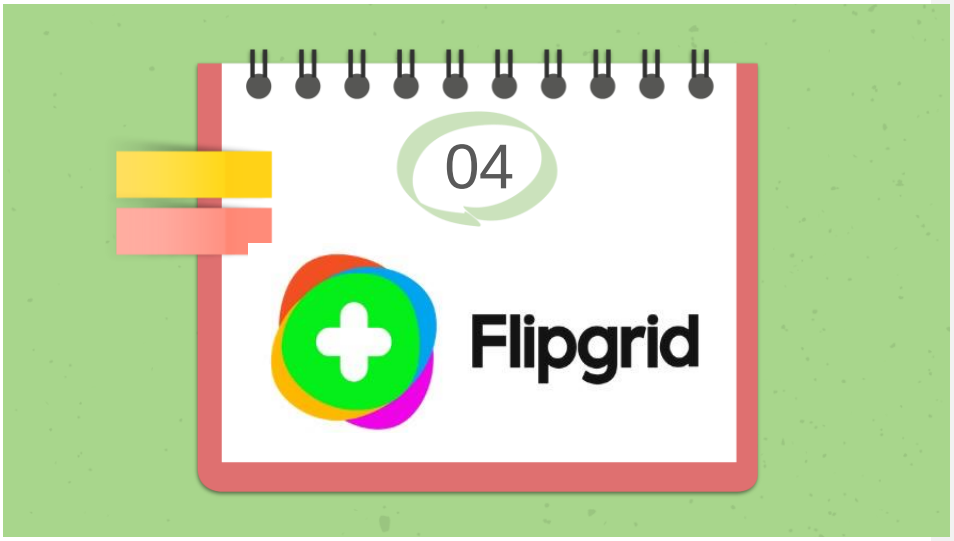

Let's create an activity!
Add all your questions here
Select the time you want the questions to be displayed and the points.
Add as many questions as you want.
Select the time you want the questions to be displayed and the points.
Add all your answers here. Only one must be the correct one.
There is an option to select multiple answer. Make sure you select the one you plan to use for current activity.
Kahoot!
Enter kahoot title...
Settings
Exit
Start typing your question
Find and insert media
or drop an image here to upload
Add question
Add slide
Add answer 1
Add answer 2
Add answer 3 (optional)
Question type
Quiz
Time limit
20 seconds
Points
Standard
Answer options
Delete

Slide # 35

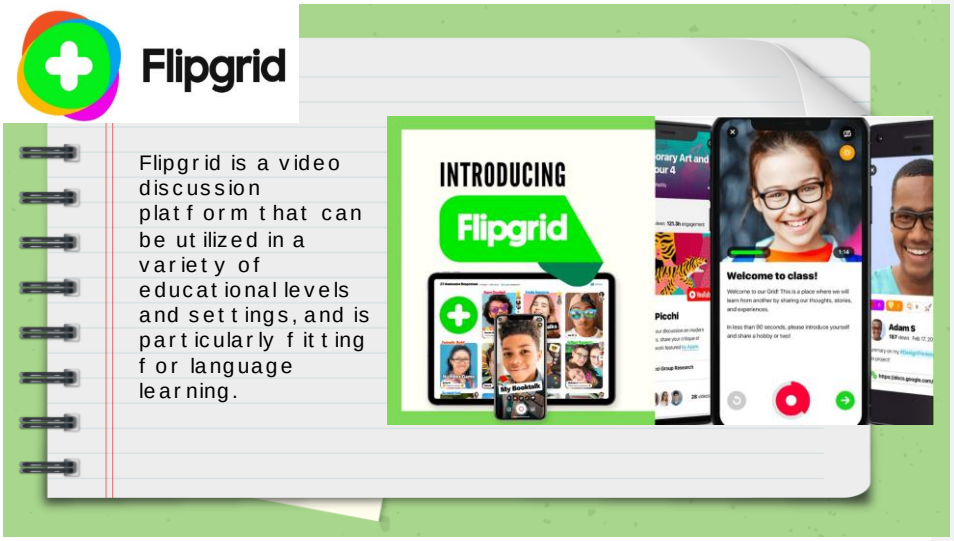


Slide # 36

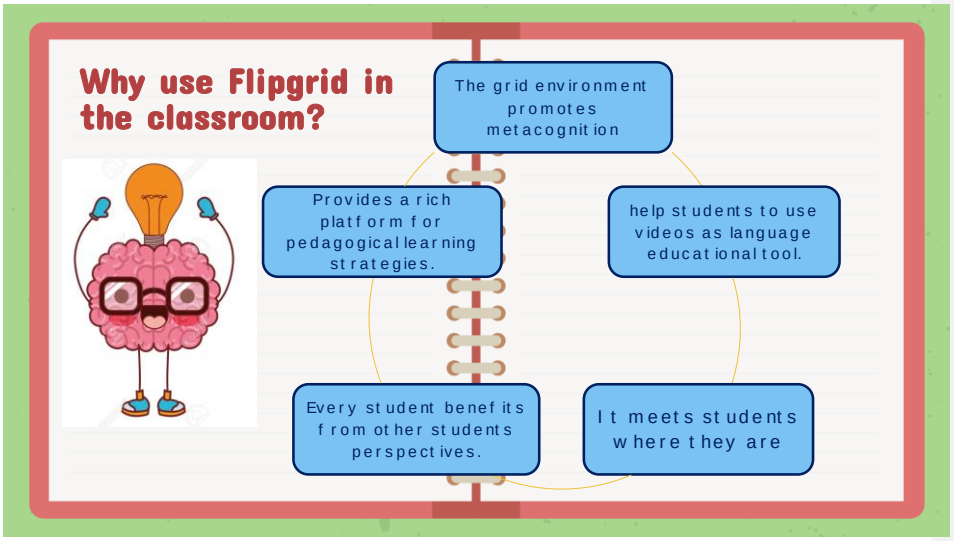
Slide # 37



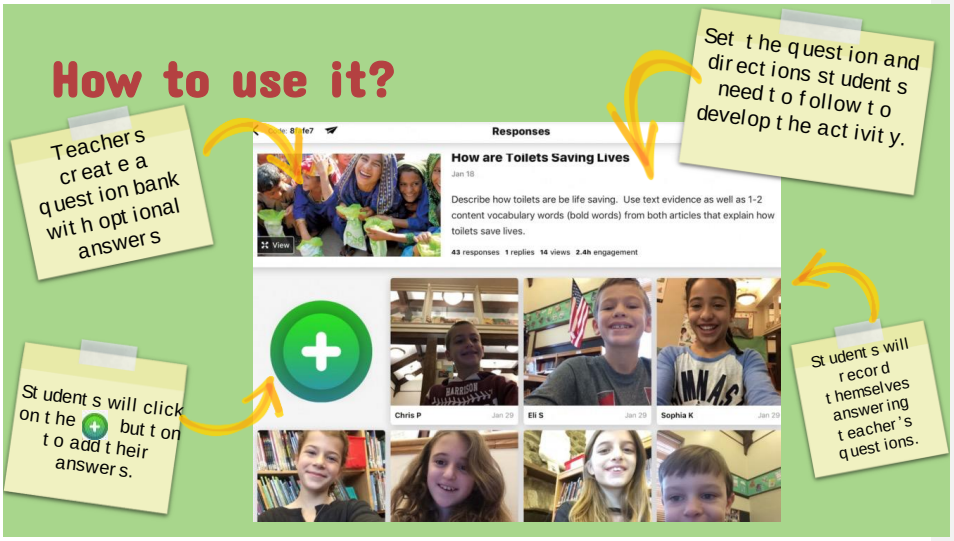
Slide # 38


Flipgrid
Flipgrid is a video discussion platform that can be utilized in a variety of educational levels and settings, and is particularly fitting for language learning.
INTRODUCING
Flipgrid
Welcome to class!

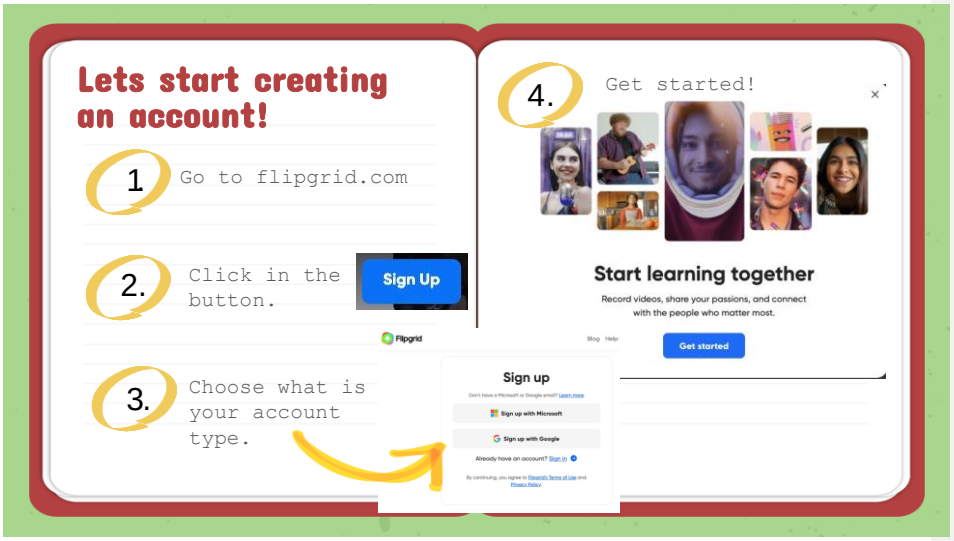
Slide # 39


Why use Flipgrid in the classroom?
The grid environment promotes metacognition
Provides a rich platform for pedagogical learning strategies.
help students to use videos as language educational tool.
Every student benefits from other students perspectives.
It meets students where they are

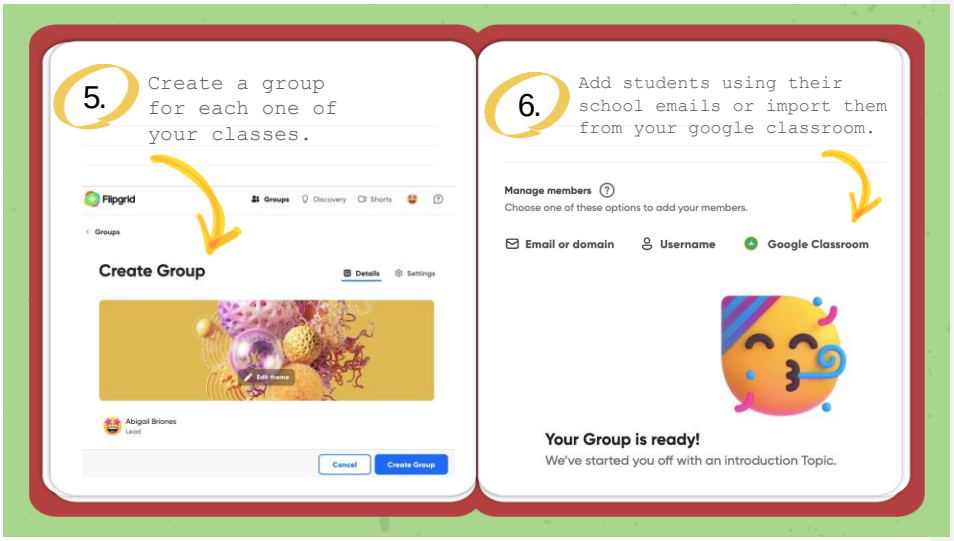
Slide # 40


How to use it?
Teachers create a question bank with optional answers
Set the question and directions student s need to follow to develop the activity.
Responses
How are Toilets Saving Lives
Jan 18
Describe how toilets are be life saving. Use text evidence as well as 1-2 content vocabulary words (bold words) from both articles that explain how toilets save lives.
43 responses 1 replies 14 views 2.4h engagement
Chris P
Eli S
Sophia K
Student s will click on the button to add their answers.
Student s will record themselves answering teacher's questions.

Slide # 41



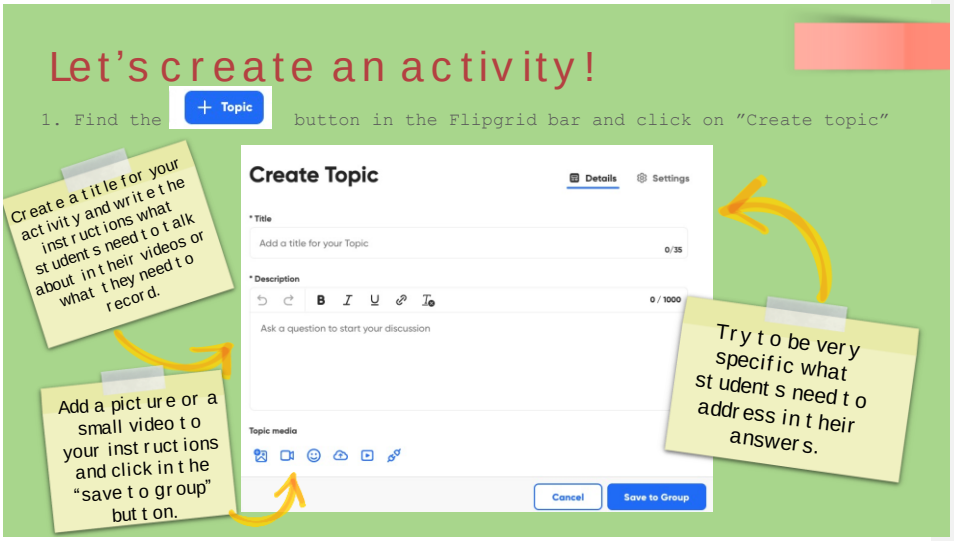
Slide # 42



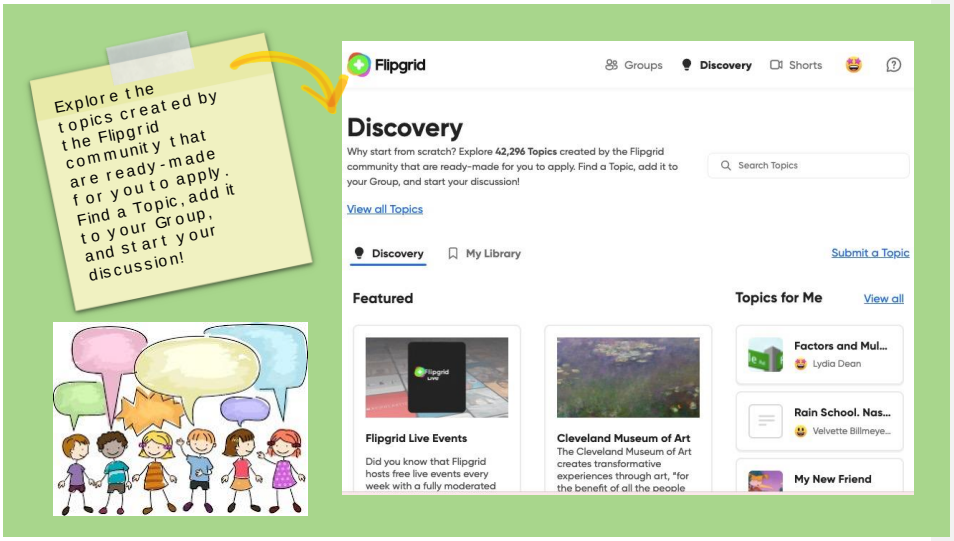
Slide # 43

Flipgrid
10 BIG Flipgrid updates
Once again Flipgrid released BIG updates to its camera, user experience, help center and more. Loads of new, interactive updates to discover!
Backdrops now available on desktop
Music can be added to responses.
26 different lenses for the camera.
Respond with a GIF on desktop.
Updated help center.
Minecraft integration
More options on mobile.
Bitmoji topic media. (Mar 21)
New Flipgrid Stickers! (Feb 21)
Mic only mode (Dec 20)
More details: blog.flipgrid.com/news/2021schoolyear
DITCH THAT TEXTBOOK

Slide # 44


Let's create an activity!
1. Find the + Topic button in the Flipgrid bar and click on "Create topic"
Create a title for your activity and write the instructions what students need to talk about in their videos or what they need to record.
Add a picture or a small video to your instructions and click in the "save to group" button.
Try to be very specific what student s need to address in their answers.
Create Topic
Details
Settings
* Title
Add a title for your Topic
0/35
* Description
0 / 1000
Ask a question to start your discussion
Topic media
Cancel
Save to Group

Slide # 45


Explore the topics created by the Flipgrid community that are ready-made for you to apply. Find a Topic, add it to your Group, and start your discussion!
Flipgrid
Groups
Discovery
Shorts
Discovery
Why start from scratch? Explore 42,296 Topics created by the Flipgrid community that are ready-made for you to apply. Find a Topic, add it to your Group, and start your discussion!
Search Topics
View all Topics
Discovery
My Library
Submit a Topic
Featured
Topics for Me
View all
Flipgrid Live Events
Did you know that Flipgrid hosts free live events every week with a fully moderated
Cleveland Museum of Art
The Cleveland Museum of Art creates transformative experiences through art, "for the benefit of all the people
Factors and Mul...
Lydia Dean
Rain School. Nas...
Velvette Billmeye...
My New Friend

Slide # 46

Slide # 47

Slide # 48

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Appendix B: Workshop Plan

WORKSHOP	
Technology in Use: Embracing Students Through Engaging Platforms & Motivational Activities	
Language arts, ESL	**Central Focus:** Teachers will learn how to enrich their lessons throughout the use of engaging platforms and motivational activities.

Timing and activities plan		
Activity	**Description of Activities and Setting**	**Time**
1.- Introduction.	The presenter will talk about the importance of technology on the teaching process in the 21st century. Audience will participate sharing opinions about technology in use. The presenter will explain the workshop and why the workshop was designed.	20 minutes
2.- Engaging platforms and how to use them	The presenter will introduce the platforms that will be used for this session.	10 minutes
3.- Seesaw platform.	Presenter will show how to create an account and work with the platform explaining all the tools the platform has, then will provide examples of the activities that can be created to work with the different language skills.	45 minutes
4..- Hands on work.	Participants will create two activities using the different tools Seesaw has focused on any of the language skills (reading, writing, listening or speaking).	15 minutes
5.- Quizlet platform.	Presenter will show how to create an account work with the platform explaining all the tools the platform has, then will provide examples of the activities teachers can use during their lessons.	30 minutes`
6.- Hands on work.	Participants will create a vocabulary lesson for their students.	15 minutes
7.- Break.	Participants will have a snack/restroom break.	20 minutes
8.- Kahoot platform.	Presenter will show how to create an account and quizzes on the platform using all the tools the platform has, then will provide examples of the quizzes teachers can create for their lessons.	30 minutes
9.- Hands on work.	Participants will create a quiz for their students.	15 minutes
10.- Flipgrid.	Presenter will show how to create an account and work with the platform explaining all the tools the platform has, then will provide examples of the activities that can be created.	40 minutes
11.- Hands on work.	Participants will create an activity for their students.	15 minutes
12.- Sharing time.	Participants will share some of the motivational activities they created on the platforms and say why they decided to create those activities.	20 minutes
13.- Questions and comments.	Presenter will answer questions and participants will share their opinions about the workshop.	15 minutes
Duration of the session.		4 hours 55 minutes

Timing and activities plan

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